UNIVERSITY OF MISSISSIPPI
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The Library Binder

Volume XVII-No. 2 December, 1969 Published by The Library Binding Institute

The School of Library Science at Case Western Reserve University

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160 STATE STREET, BOSTON, MASS. 02109

The Library Binder

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About the Cover

The main library at Case Western Reserve University offers a tranquil yet contemporary atmosphere for studying, both inside and out.

Western Reserve University, prior to its merger with Case Institute of Technology, established the first Center for Documentation and Communication Research. The responsibilities of the center were to conduct an intensive program of research in the newly developing non-conventional methods of information storage and retrieval and to enrich the educational program of the school by introducing new courses and seminars in this specialized field.

THE LIBRARY BINDER is the official publication of the Library Binding Institute and is published semi-annually.

Membership in the Library Binding Institute is open to any qualified library binder interested in promoting and maintaining the highest standards in binding technique. Information concerning certified, associate and institutional membership available on request.

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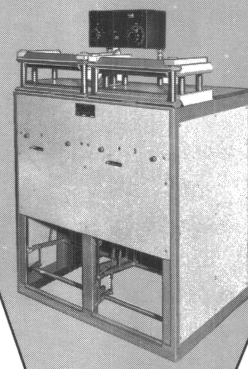

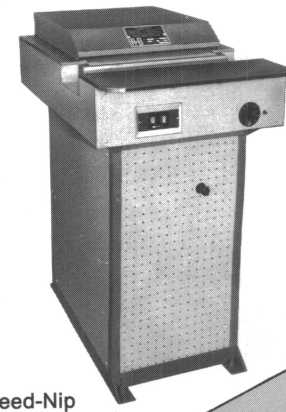

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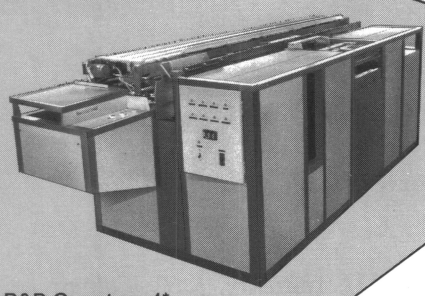

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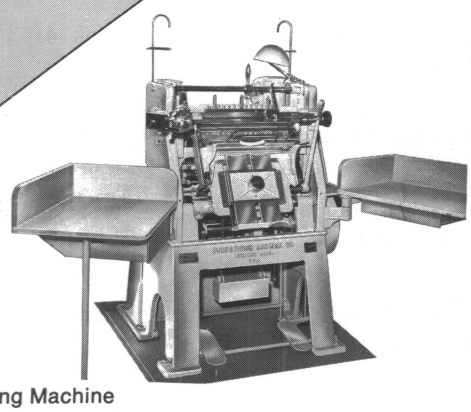

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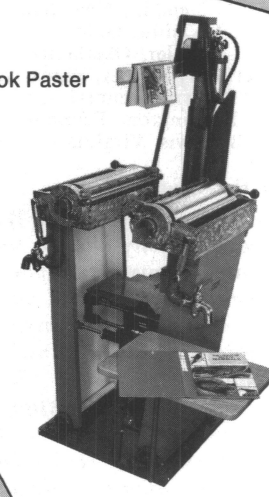

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To pool all our talents in serving the library binding industry is our objective . . . Design, Engineering, Manufacturing, Distribution and Service, all under one roof, is helping to build a more productive industry and maintain the high standards of Certified Library Binding.

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Editorial

A SALUTE TO LTP

One of the most significant contributions to the advancement of librarianship as a science has been the work of the Library Technology Program of the American Library Association. LBI salutes LTP as it celebrates its tenth anniversary, and, in particular, those whose labors have contributed in such a large measure to its success: Melville J. Ruggles, Verner W. Clapp, Grazer G. Poole and Forrest F. Carhart.

As library book binders, our principal area of interest has been with the study of binding. We were naturally pleased with Phase 1, the results of which corroborated our own studies showing that librarians found trade editions usually inadequate for most library usage. Our "Class A" (LBI Standard), however, met the requirements for library usage, particularly if it were heavy.

Phase II is extremely important. Broader than Phase I, it sets forth the requirements which librarians, as consumers, seek in the performance of library volumes. An interesting editorial appeared in the December 11, 1967 issue of *Publishers' Weekly*, written by Daniel Melcher, President of R. R. Bowker Company and Leonard Shatzkin, Director of Book Manufacturing, McGraw-Hill. They pointed out "Thus there are now the LBI standards for heavy-duty library rebindings and pre-bindings, and there are the widely used textbook specs—but nothing for publishers' library editions." . . . "Speaking practically, the so-called 'standards' are not standards at all. They are proposed testing methods. However, they are no less interesting because of this. They represent an earnest effort on the part of librarians to pin down satisfactory performance in a publisher's library binding. How to deliver such performance with adequate quality controls, is the problem of the book industry."

Based upon both empirical and laboratory evaluation, the study merits the most careful consideration. The two parts of the proposal dealing with use of a volume, concern openability and wearability. LBI approves these as an expression of a consumer's specification of what he wants in a volume.

Volumes bound according to "Class A" (LBI Standard) will easily meet both tests. Openability depends to some degree upon factors over which a library binder has no control (kind and condition of paper, how it is printed—with or against the grain—cost, etc.); but by and large, a properly bound volume will meet this criteria.

Wearability presents no problem at all to a volume bound by the LBI specifications. The 101 circulations, uses or withdrawals sought by librarians is about the average of the testing on "Class A" volumes made during this study.

We believe that these two parts of the Phase II study should be an ANSI Standard as a consumer standard. By the same token, we believe that LBI Standard should be issued by ANSI as a supplier standard for library binding*, as contrasted with publishers' library or trade editions with, however, a clear-cut statement that it will not inhibit or prevent the use of other methods of binding that will meet the same consumer standard.

There are sound economic and business reasons for this position. The development of new equipment is a costly process and the existence of a standard of materials and methods enables a machinery manufacturer to evaluate his market with a fair degree of accuracy. It encourages new technology.

At the present time, one machinery manufacturer is coming into the market with a computer which will perform many tasks for a library binder and move the industry forward into a semiautomated line. With it, he is also completing two other highly sophisticated pieces of machinery. Without a fairly *uniform* product, this development would not be economically feasible. Similarly, another manufacturer is developing a cleat sewing machine which may meet an industry need in specific situations faced by binders on some materials.

It is for reasons such as these that LBI welcomes the LTP proposals on openability and wearability and believes that both consumer and supplier standards should be simultaneously issued.

The material on appearance is, by and large, subjective, and it is questionable if it can be the subject of a standard. However, it is quite sound, and LBI does endorse it.

Probably the most limited part of the proposal in terms of applicability deals with administrative procedures in buying binding. They are really not a standard but set forth an excellent buying procedure which, unfortunately, can probably be used by fewer than 5% of American Libraries, namely, the large libraries. LBI's method of protecting libraries, few of which are administratively or financially able to follow the proposed procedure, is three-pronged and intended to simplify the buying of library binding and protect libraries of all sizes and kinds:

First: Every Certified Library Binder must warrant on his invoice that all work covered by the invoice meets the LBI Standard unless specifically noted otherwise. The burden is on the Binder and is keyed to the Federal Trade Commission's Trade Practice Rules for the Library Binding Industry.

Second: The plant of every Certified Library Binder is periodically visited by a Quality Control Coordinator, whose inspections are not previously announced. This is a comprehensive and thorough program, matched by few, if any, other industries that sell to libraries.

Third: A free inspection service for librarians to have their volumes examined by a panel to see if they

*Rebinding of worn volumes, prebinding of library volumes or initial hardcover binding of periodicals.

conform to contractual specifications.

The work of LTP in the matter of binding is only one part of a very comprehensive series of projects, and LBI's area of interest touches only one phase of that. Yet, much more remains to be done just in this rather highly specialized field of library administration. Further standardization and simplification, particularly of procedures, is needed. *The Resources and Technical Services Bookbinding Committee of ALA* is working on one such project—the kind and content of binding slips. Some projects can be developed by librarians alone, some by binders alone, some by both and some by librarians, binders and others. An example of a situation requiring several interested parties is the specification of adequate inner margins for books and periodicals, which would save many thousands of dollars each year in binding; and printing with, and not against, the grain would greatly simplify the problems of openability.

The past few years have witnessed an increase in the size of collections unparalelled in history. Materials in the form of books must be maintained for reader usability. The work of the LTP in this area will continue to be a major source of strength to librarians and the industries serving them.

DUDLEY A. WEISS

A STACKED ROOMMATE

By Dick Wolfsie

I very seldom go to the school library. I feel I've got a better chance with my bookcase. However, I was reading Puritan literature and considering all the girls that study at the library there's not a better place to get your Wiggles Worth. I entered the library, unaware of the new open stacks policy.

When the librarian informed me that I'd have to find my own book, I went up the winding staircase in search of HH., p86sa2, Ser. 1, Vol. 1, part II, copy 2, 1949. I figured my chances were about as good as locating Gutenberg's Bible. I returned to the circulation desk.

"I'm terribly sorry, but I haven't the slightest idea where the book is. After all, I only work here."

Suddenly my roommate walked in and I decided to enlist his services in locating the book. We entered the stacks together. One hour later I returned to the desk . . .

"I'm sorry, lady, you'll just have to help me."

"Are you still looking for that book?"

"OH NO, I haven't begun to look for the book. I've lost my roommate!"

"That's just horrible. You know, that's the fourth one we've lost today. Well, you'll just have to fill out a card for him. If we find him, we'll put him on hold for you.

"Is this really necessary?"

"It's all for your benefit young man. Please give his student call numbers and the condition of his body the last time you saw him."

One week later I returned to the library in the hopes that he had been found.

"Excuse me, miss, but have you got Tom Jones?"

"You mean that wonderful book by Henry Fielding?"

"No, I mean that lousy roommate of Dick Wolfsie. He's been lost in the library for a week."

"Have you checked the card catalogue?"

The whole situation was becoming more ludicrous, but I checked the card catalogue and sure enough . . . he had been put on reserve. I went down to the first floor reserve desk.

"Excuse me, miss, but have you got my roommate, Tom Jones, on reserve?"

"Let me check, Ah yes, here we are."

"Wonderful. I'd like to take him out please. You see, the whole thing is a mistake. He shouldn't be here at all."

"It certainly is a mistake. According to all the reports we've gotten about Mr. Jones, he's supposed to be a great lover."

"So what does that mean?"

"It means we can't let him go out overnight."

I left the library rather upset that I might never see my roommate again. I returned bright and early the next morning, but someone had already checked him out. The whole thing seemed hopeless. I'd just have to wait till they made him into a movie.

Reprinted by permission from Focus on Indiana Libraries, June, 1969.

LBI OFFERS 1970 POSTER

The Library Binding Institute has announced the availability of its 1970 poster for use in libraries, civic clubs, schools, banks, public buildings, etc. It is also a desirable addition to fund raising and library week programs.

Each year for almost two decades LBI has designed a poster which has been addressed to young people, pointing out the advantages of using the library as a stepping stone to their future. In keeping with its belief that a library's main function is the circulation of its book collection, the Library Binding Institute has promoted the use of the library to people of all ages. An important cornerstone of the community, the library provides rewarding entertainment to its patrons as well as needed information.

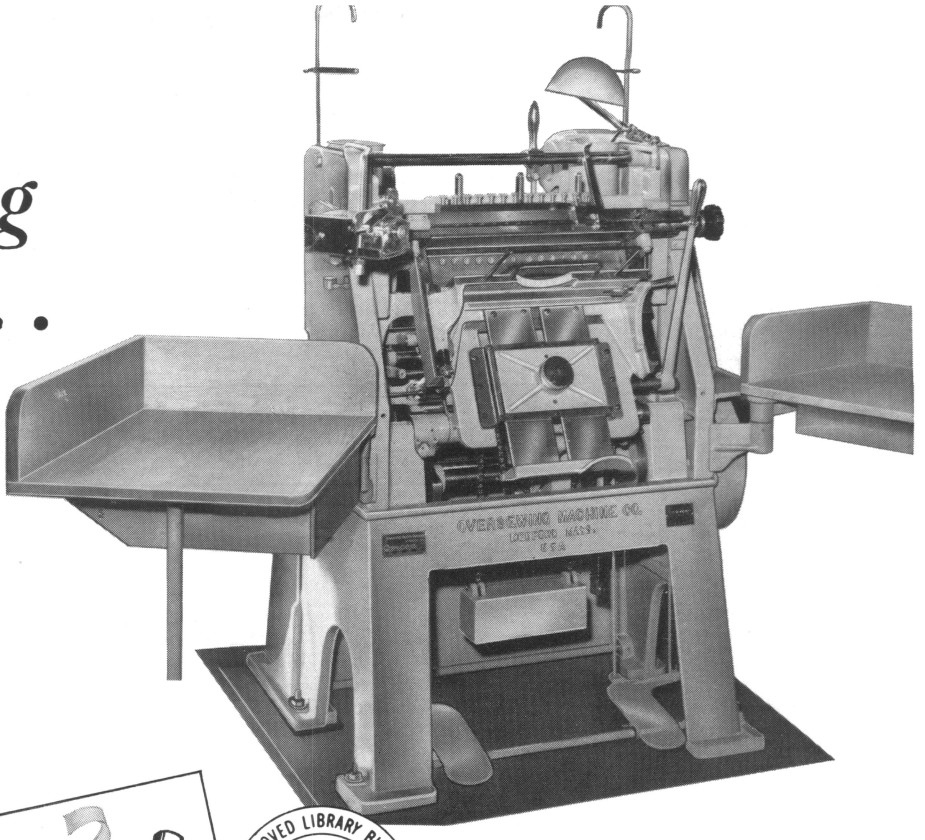
The LBI poster is available from most Certified Library Binders (see inside front cover), or you may obtain your free 1970 copy by writing the Library Binding Institute, 160 State Street, Boston, Mass. 02109. A limited number of posters from previous years are still available and may also be obtained by writing LBI.

Do you have binding problems?

Send us your questions and we'll be happy to answer them

The Oversewing Machine . . .

The basic principle of oversewing, that of "building-up" a book by sewing a section to itself and to the next two adjoining sections, creates a flexible strength unequalled by any other process. The Oversewing Machine has put this process on a mass production basis and has become the modern library bindery's most important tool.



THE PUNCH *is made for the Needle*

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That's why we recommend that you use only genuine Omcoa Needles, Punches and Threads.

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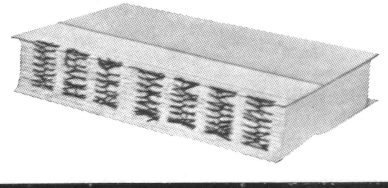
Oversewing combines flexibility with strength. It creates an enduring type of sewing which is neither stiffly strong nor flimsily flexible and adapts itself to the constant circulation of active libraries and the hard usage of careless readers.



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FEDERAL FUNDS
FOR YOUR SCHOOL AND LIBRARY

The following chart was prepared by the Library Binding Institute to acquaint librarians with current federal legislation allowing for the appropriation of funds for schools and libraries. Copies of this chart may be obtained by writing to the Library Binding Institute, 160 State Street, Boston, Mass. 02109, and requesting Bulletin No. 3.

TITLES	MATCHING FUNDS	HOW ADMINISTERED	U. S. GOVERNMENT AGENCY	ELIGIBLE RECIPIENTS	ELIGIBLE EXPENDITURES
ELEMENTARY & SECONDARY EDUCATION ACT OF 1965:					
TITLE I—Assistance to local educational agencies where there are high concentrations of children from low-income families (As amended)	Yes—Formula in Statute	State Education Agency	U. S. Dept. of Health, Education & Welfare Office of Education Div. of Program Operations	School District (including pre-school programs)	Purchase of books, prebinds, paperbacks, bound periodicals and rebinding of books and periodicals.
TITLE II—Federal grants to public schools and loans of materials to children and teachers in private schools	No	State Education Agency	U. S. Dept. H.E.W. Office of Education Div. of Plans & Supplementary Centers	Public Schools and loans to children and teachers in private schools	School resources, textbooks and instructional materials. Includes books, prebound books, prebound periodicals, books and periodicals purchased and sent to a binder to be library bound (before delivery to the school). Excluded by Regulation are repair, redistribution and rebinding.
TITLE III—Grants to supplementary educational centers to upgrade the quality of education	Federal Funds supplement local funds	US HEW Commissioner of Education & Advisory Council	See above	Applicants: Local educational agencies	Project may provide for expenditures for acquisition of books and prediodicals and rebinding.
TITLE V—Grants to strengthen state departments of education	None prior to July 1, 1967	State Education Agency	U. S. Dept. H.E.W. Office of Education	State Educational Agency (State and NOT local level)	Binding of books and periodicals may be included in state plan. **NOTE:** TITLE VI defines equipment to mean printed, published, audiovisual, books, periodicals, documents and related materials.
NATIONAL DEFENSE EDUCATION ACT As Amended by P.L. 88-665:					
TITLE III—Financial assistance to strengthen instruction in specific subjects SEE ALSO: Similar to TITLE III is Section 12 of **Act to Establish National Foundation of the Arts & Humanities** and TITLE VI of **Higher Education Act of 1965** pertaining to undergraduate college education.	Yes	State Education Agency	U. S. Dept. H.E.W. Office of Education	Schools and junior colleges part of a secondary system and audiovisual libraries part of a local educational system	Purchase of materials to strengthen instruction in science, mathematics, modern foreign languages, English, history, civics, geography and economics, including books (prebinds and paperbacks), reference books and periodicals. Excluded are textbooks and any processing.
TITLE I—PUBLIC LIBRARY SERVICES SEE ALSO: Section 214, Appalachian Regional Development Act of 1965	Federal funds match state and local expenditures	State Library Agency program subject to Federal approval of State Plan	U. S. Dept. H.E.W. Office of Education Division of Library Services & Educational Facilities Library Services Branch	Urban and rural areas which lack public libraries or have inadequate services	A plan may include expenditures for books, periodicals and binding
HIGHER EDUCATION ACT OF 1965 (AS AMENDED) **TITLE I—COMMUNITY SERVICE & CONTINUING EDUCATION PROGRAMS**	Federal funds supplement state funds	Existing or new state agency	U. S. Dept. H.E.W. Office of Education Bureau of Adult & Vocational Education (Div. of Adult Education) (Commissioner advised by National Advisory Council on Extension and Continuing Education)	State or participating institutions —or both	All expenditures in approved plan for new, expanded or improved community programs

TITLES	MATCHING FUNDS	HOW ADMINISTERED	U. S. GOVERNMENT AGENCY	ELIGIBLE RECIPIENTS	ELIGIBLE EXPENDITURES
TITLE II—COLLEGE LIBRARY ASSISTANCE AND LIBRARY TRAINING & RESEARCH PART A —College Library Resources	Applicant must spend an amount equal to average annual amount it spent for eligible materials during two-year period ending June 30, 1965	Commissioner of Education, Washington, D. C.	U. S. Dept. H.E.W. Office of Education Library Services & Educational Facilities Division	Institutions of Higher Education—Three types of grants: **Basic** (maximum of $5,000 to each recipient) **Supplemental** (not in excess of $10 for each full-time student and equivalent of part-time students **Special grants**	Books, periodicals, documents, magnetic tapes, phonograph records, audiovisual materials and other related library materials **(including necessary binding)** Title II, Part A, Section 201
HIGHER EDUCATION ACT OF 1965 (AS AMENDED) TITLE II—COLLEGE LIBRARY ASSISTANCE AND LIBRARY TRAINING & RESEARCH PART B—Library Training & Research	None	Grants to institutions of higher education	U. S. Dept. H.E.W. Office of Education Bureau of Research	Grants for research and demonstration projects, including development of new techniques, systems and equipment for processing, storing and distributing information and dissemination of information derived from such research and demonstration	Expenditures as provided in grant
TITLE II—COLLEGE LIBRARY ASSISTANCE AND LIBRARY TRAINING & RESEARCH PART C—Strengthening College & Research Library Resources	None	Transfer of funds from Commissioner of Education to Librarian of Congress	U. S. Dept. H.E.W. Office of Education Bureau of Higher Education	Librarian of Congress	All library materials currently published throughout the world *which are of value to scholarship* and to provide and distribute catalog and bibliographic materials (materials may be purchased and bound where necessary)
TITLE III — STRENGTHENING DEVELOPING INSTITUTIONS	To increase and not to supplant existing funds	Grants to institutions	U. S. Dept. H.E.W. Office of Education (With Advisory Council on Developing Institutions)	"Developing Institutions" as defined in Section 302 and other cooperating institutions	Joint use of facilities such as libraries or laboratories, including necessary books, materials and equipment
TITLE VI—FINANCIAL ASSISTANCE FOR THE IMPROVEMENT OF UNDERGRADUATE INSTRUCTION PART A—Equipment	Federal funds shall not exceed 50% (or 80% where institution has insufficient resources) of expenditures	Existing or new state agency, state plan	U. S. Dept. H.E.W. Office of Education Associate Commissioner Bureau of Higher Education	Institutions of higher education	Laboratory and other equipment, including audiovisual and printed materials suitable for use in undergraduate instruction (except textbooks)

STATE WIDE POSTER CONTEST SPONSORED BY HECKMAN

The Heckman Bindery, North Manchester, Indiana, held a state wide poster contest to stimulate interest in National Library Week. Four hundred entries were received and the top three winners were announced on May 23, at a presentation held at Heckman Bindery, presided over by Mr. Stephen Heckman, General Manager.

Sister Francis Jean, St. Joseph Convent in Jasper, was named first place winner, and awarded a $100 check. Second place winner was Miss Trudi Marley of Columbus, and third place winner was Mrs. Larry DeMeyer of New Carlisle. They were awarded $50 and $25 respectively. Others in attendance were: Charles Adams, Director of National Library Week in Indiana; Miss Abbie Heitger, Head of the Indiana State Libraries Extension Division; and guests of the contest winners.

From left to right: Mr. Stephen Heckman; Sister Francis Jean; Miss Trudi Marley; and Mrs. Larry DeMeyer.

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MAINTENANCE OF MATERIALS SURVEY

By DUDLEY A. WEISS, *Executive Director and General Counsel, Library Binding Institute*

The availability of usable library statistics is limited, as was pointed out by the Report of the National Advisory Commission on Libraries. But the need for certain types of data is a continuing one and since 1954 the Library Binding Institute has periodically conducted surveys intended to furnish some basic and rather elementary data about the use of library binding to conserve or maintain library collections. The first survey was made in 1954 under the auspices of the American Library Association–Library Binding Institute Joint Committee, using a representative sample furnished by the American Library Association. This survey was repeated in substantially the same form in 1960. The third survey, in 1964, used as a sample a list furnished by the R. R. Bowker Company. The most comprehensive survey was conducted in 1968,* using Bowker lists, and forms were sent to Public Libraries, College and University Libraries, Junior College Libraries, County and Regional Libraries and Business and Technical Libraries.

Based on these surveys, some interesting observations can be made, covering most of the past two decades:

1. In 1954 and in 1968 about 90% of American libraries specified "Class A" (now LBI Standard) for 75%-100% of their rebinding of worn volumes and initial hard cover binding of periodicals.

2. One of the reasons for this lies in the strength of "Class A" binding. In the earlier surveys, the returns indicated many libraries kept circulation records. The 1968 returns indicated few kept any such records. What records, tests and other studies there are indicate about a 4-1 ratio of the wearability of "Class A" volumes to trade volumes, including publishers' reinforced bindings. Similarly, the comments by librarians consistently refer to the inadequacy of publishers' editions for library use. By contrast, a librarian may reasonably expect about 100 circulations or uses from a "Class A" bound volume.

The reason for the strength of "Class A" bound volumes is that the LBI Standard specifies the materials and methods to be used. This is in contrast to publishers' editions where there are no uniform specifications other than for textbooks.

3. Equally significant is the conclusion that the absence of specific requirements for materials and methods when coupled with a lack of record keeping of circulations, renders meaningless the various "guarantees" of numbers of circulations or any standard not geared to construction specifications which are definite and which have been proven by experience to meet library requirements. It would appear that a library is best protected by specifying LBI Standard binding and requiring the Warranty that all Certified Library Binders are required to affix to their invoices.

4. In the two most recent surveys, a question was asked about what it cost to put a volume on the shelf, ready for reader use, excluding the cost of the volume. The amazing part of the answers is the fact that so few libraries know what such costs are. It would seem that this cost would be so fundamental to the operation of a library that it would be constantly kept and reviewed.

In this connection, what also is surprising is the tremendous range in estimates as to this cost.

5. Library binding as an expenditure is usually placed in a general overhead or expense classification and not usually carried as a separate account classification such as is the case in the acquisition of books. By and large, all library classifications, except public libraries, increased the expenditures for library binding as a per cent of total budget between 1967-1968. This is encouraging, since during this period libraries have been involved in major programs of acquisition, and budgeting for the maintenance of a book or periodical should be done at or near the time of acquisition.

SIGNIFICANT DATA — 1957-1968

	1957, 58 or 59	1968	% Increase
1. U. S. Population	170,510,000[1]	204,146,000[2]	19.7%
2. Libraries in U. S.	12,852[3]	27,746[4]	115.9%
3. Library Expenditures for Books, Periodicals & Binding	$132,412,000[5]	$455,707,000[5]	244.9%
4. Books Alone	$ 95,285,000[5]	$347,965,000[5]	265.9%
5. Periodicals Alone	$ 24,449,000[5]	$ 65,264,000[5]	170.0%
6. Binding Alone	$ 13,825,005[5]	$ 31,371,000[5]	127.0%
7. LBI Members' Sales	$ 8,027,000[6]	$ 27,117,000[6]	237.0%
8. Average Price: Rebind 8″ Book	$1.81[7]	$2.50[8]	38.1%
9. Average Price: Rebind 12″ Periodical	$3.68[7]	$4.75[8]	29.0%
10. Average Price: Selected Hardcover Books	$5.29[9]	$8.47[9]	60.1%
11. Average Price: Periodicals	$4.92[9]	$8.65[9]	75.8%
12. Average Price: Serial Service	$39.80[9]	$70.87[9]	78.1%

[1]The Bowker Annual of Library and Book Trade Information 1959, p. 3 (1957)
[2]The Bowker Annual of Library and Book Trade Information 1969, p. 3 (1968)
[3]The Bowker Annual of Library and Book Trade Information 1959, p. 5 (1957)
[4]The Bowker Annual of Library and Book Trade Information 1969, p. 7 (1968)
[5]The Bowker Annual of Library and Book Trade Information 1969, pgs. 5 & 6
[6]Library Binding Institute Reports of Meetings—Minutes Include Charts of LBI Member Sales (unpublished)
[7]Library Binding Institute Industry Statistics—Price Survey 1958
[8]Library Binding Institute Industry Statistics—Price Survey 1968
[9]The Bowker Annual of Library and Book Trade Information 1969, pgs. 47, 48, 49

Ed. Note: Copies of this survey may be obtained from Library Binding Institute, 160 State Street, Boston, Mass. 02109 —Request Bulletin 104.

6. In these days of high prices and inflation, it is a credit to the library binding industry that its prices have increased at a rate substantially less than that of new books, periodicals or serials. Between 1957 and 1968, the price of selected hardcover books increased about 60%, whereas the price of rebinding an 8" volume increased only about 38%. Periodicals and serial services increased about 75% during this period but the price of binding a 12" periodical increased only 29% during this period.

This good record has been accomplished in the face of increases in labor costs, with the average hourly cost rising approximately 75%, and in all other expenses of library binders and is the result of new equipment and sound management practices. LBI members' sales increased about 237% during this period. The following chart, which is not part of the survey, highlights some significant data.

Summary of 1968 Survey On Maintenance of Library Materials

QUESTION #1: *Of your books and periodicals that are rebound, approximately what percentage is done according to the LBI Standard for Library Binding (based upon the Minimum Specifications for Class A Library Binding of ALA and LBI)?*

(Check one) ——100% ——75-100%
——50-75% ——25-50%
——Under 25%

This question is designed to elicit information as to the use of the LBI Standard by libraries. The answers indicated that by and large the pattern of the last several years prevails—most American libraries specify LBI Standard (Class A) for most of their rebinding.

71% of the replies indicated that they used LBI Standard for 100% of their rebinding.

88% indicated they used the Standard for 75%-100% of their work.

The respective percentages of different kinds of libraries is as follows, for 75%-100% of their work:

Colleges and Universities	85%
Junior Colleges	95%
Public Libraries	88%
County and Regional	89%
Business & Technical	82%

QUESTION #2: *What is the* approximate *average circulation of books bound in* LIBRARY *binding?*

QUESTION #3: *What is the* approximate *average circulation of books bound in publishers' binding?*

The answers to these questions represented the greatest change since the 1964 survey. Less than 5% of the libraries who answered these questions kept records of circulation and only about one-third of the total who replied answered this question.

Thus, of about 800 replies, only 9 answered that they had actual figures of circulation for library binding and 14 for publishers' bindings.

The most reliable current data on circulations is that obtained by the Library Technology Project. The Fourth Annual Report stated that:

" . . . the laboratory (W. J. Barrow Research Laboratory in Richmond, Virginia) had tested 260 "Class A" bound books and 240 books in publishers' bindings, out of a total of 800 copies of each type. These books were specifically purchased and half of them rebound in "Class A" binding to provide samples for an evaluation of the Universal Tester. Preliminary results of the tests performed on trade bindings and upon the same books bound according to "Class A" bindings showed even greater durability, with no observable damage after four times the average number of revolutions required to produce moderate damage in publishers' bindings."

QUESTION #4: *Do you know the approximate cost of putting a volume on the shelf, ready for reader use,* EXCLUDING *the cost of the volume?*

The answers to this were quite startling, since they reveal that by and large libraries do not know what it costs to put a book on the shelf. The following table sums up the answers:

Kind of Library	% That Know Cost	Average Cost	Range
College & University	39%	$4.51	52c-$15.00
College & University (over 500,000 volumes)	40%	4.94	52c-$13.00
Junior College	44%	3.20	35c-$12.00
Public Libraries	51%	2.68	30c-$20.00
Public Libraries (over 500,000 volumes)	52%	3.61	1.16-$20.00
County & Regional	45%	1.65	55c-$ 3.85
County & Regional (over 500,000 volumes)	58%	1.75	1.13-$ 2.40
Business & Technical	24%	5.25	75c-$10.00

QUESTION #5: *What is the most recent* average *price paid by you for library binding?*

The following two tables show prices paid for different sizes of books and periodicals.

BOOKS

	8"	9"	10"	12"	Average
COLLEGE & UNIV. LIBRARIES	$1.96	$2.09	$2.56	$3.09	$2.55
Range	$ .94-$5.00	$ .94-$ 5.25	$1.30-$ 6.75	$1.30-$ 6.85	$1.00-$ 6.00
JUNIOR COLLEGE LIBRARIES	$1.84	$2.17	$2.55	$2.95	$2.41
Range	$1.25-$3.90	$1.25-$ 3.75	$1.90-$ 4.25	$1.25-$ 4.25	$1.25-$ 7.00
PUBLIC LIBRARIES	$1.85	$2.14	$2.39	$2.86	$2.34
Range	$1.10-$3.90	$1.13-$ 3.90	$1.13-$ 3.95	$1.13-$ 5.34	$1.13-$ 4.45
COUNTY & REGIONAL LIBRARIES	1.83	$2.11	$2.43	$2.85	$2.19
Range	$1.25-$3.00	$1.39-$ 3.50	$1.70-$ 3.95	$1.80-$ 4.40	$1.15-$ 3.75
BUSINESS & TECHNICAL LIBRARIES	$3.08	$3.27	$3.58	$3.67	$3.99
Range	$1.65-$ 9.00	$1.80-$10.00	$1.80-$12.00	$1.80-$ 5.50	$1.80-$10.50

PERIODICALS

	10"	12"	14"	16"	Average
COLLEGE & UNIV. LIBRARIES	$4.13	$4.63	$5.22	$5.78	$4.71
Range	$1.60-$12.00	$1.90-$12.25	$2.05-$12.50	$2.15-$12.75	$1.94-$12.38
JUNIOR COLLEGE LIBRARIES	$4.12	$4.65	$5.27	$5.75	$4.85
Range	$2.25-$ 4.90	$2.75-$ 5.50	$3.30-$ 6.10	$3.75-$ 7.05	$3.03-$ 7.90
PUBLIC LIBRARIES	4.28	$4.79	$5.43	$5.87	$4.75
Range	$1.00-$ 7.50	$2.75-$ 8.00	$2.75-$ 8.38	$2.75-$ 8.50	$2.71-$ 7.83
COUNTY & REGIONAL LIBRARIES	$4.26	$4.93	$5.37	$5.91	$4.73
Range	$2.70-$ 9.87	$3.20-$ 8.00	$3.55-$ 8.00	$3.75-$ 7.50	$2.75-$ 7.15
BUSINESS & TECHNICAL LIBRARIES	$4.73	$5.18	$5.55	$5.97	$5.16
Range	$3.00-$14.25	$3.00-$ 8.10	$3.50-$ 8.10	$3.50-$ 7.95	$3.00-$14.25

QUESTION #6: *What per cent of your total budget was allocated to library binding?*

Public libraries' answers showed a small decline in the percentage of budget allocated to library binding in 1968 compared with 1967. The average in 1967 was 4.68% compared with 4.45% in 1968. These do not correlate with Bowker figures which indicate a larger drop, but these are the averages of about 100 of the libraries who answered this question.

All others showed increases as follows:

Library	*1967*	*1968*
College & University	7.84%	9.35%
Junior College	4.34%	5.4%
Regional	2.9%	3.4%
Business & Technical	6.5%	7.0%

QUESTION #7: *What is the one single thing which (in your opinion) would improve a librarian's task of maintaining collections?*

COMMENTS MOST OFTEN MADE WERE:

"Better publishers' bindings" (This was noted by a large majority of those who commented.)

"Wider inner margins so books could be rebound"

"More money for binding"

"Faster service by binderies"

SOME COMMENTS OF PARTICULAR INTEREST:

"Perhaps the biggest improvement in binding of periodicals would be the expansion of the plan where binders receive copies of subscriptions for heavily used titles and send the bound volumes to the library, eliminating the need to take these titles out of use or maintain records for locally received binding copy subscriptions."

"If all publishers could be required, by law, to use oversewn bindings in their hardback books."

"Instruction in library school on how to recognize whether a book or pamphlet needs binding, mending, recasing, slip case, pamphlet binding, etc., and an obligatory visit to a bindery."

"Another thing that would help would be for LBI to sponsor a good standard method of perfect binding that all LBI members would offer in addition to Class A so that some distinction could be made between materials that will receive heavy use and those that will not."

"Reduction in overhead of preparing binding instructions through use of standard systems that would be closely compatible with systems and patterns used earlier by the libraries."

"Standardization of binding data—Color, lettering position and style, etc."

"May I cast my vote against the trend of larger and larger books—they will not fit on library shelves, they are too heavy to hold, and the binding will probably prove to be inadequate."

"Publish all books sold to library collections in library binding and better quality paper so it wouldn't yellow."

"Uniformity of journal size wherever possible—changing size in middle of volume should be definitely avoided."

"To get LC cards with the books." (A number of people said this.)

"Library binding of all highly recommended books for school collections."

"Stop postponing binding decisions for forty years, and temporizing with homemade repairs until the entire book collection takes on an appearance so repulsive that no browser wants to reach out and take a volume off the shelf. Eventually, somebody has to come along and clean up the mess.

Somebody, perhaps LBI, or the library schools, must make librarians aware that collection maintenance is a task that must be approached on a continuous and systematic basis and not postponed. Also, the people who are making the binding decisions ought to be made aware of the fact that they are not saving any by attempting major repairs with homemade methods.

Publishers could cooperate to a greater extent by not putting important material on endpapers, but they have not cooperated in this respect, despite repeated requests over the years. It doesn't seem likely they will cooperate in the future.

I suggest an LBI film, to be shown at national and state meetings, setting forth the facts of life."

"We would like wider margins on trade bindings which must invariably be rebound. We object to so-called library bindings (publishers) which do not equal rebindings' durability. We feel we are being cheated when we see we pay net price for a book only to have it arrive in a publishers' library binding that is too tightly sewn and that does not last as long as a standard rebinding job."

"I think we already have that with us—good binding according to accepted code. Nothing else (outside of microfilm) can maintain the book stock for hard public use."

"An adequate appropriation for the binding and rebinding of books."

"Uniformity and improvement of quality in publishers' bindings including their so-called 'library bindings.'

Their use now of the plastic glue rather than sewing is a poor substitute, also hinges are quite often nothing but paper. These are two causes of much of our trouble. There is no uniformity in 'publishers' library binding'. Many are poorly sewn and the cloth used tears easily."

"Although better binding and better paper would help, wider adoption by publishers of formats that lend themselves to binding, i.e., wider inside margins, etc., would help most."

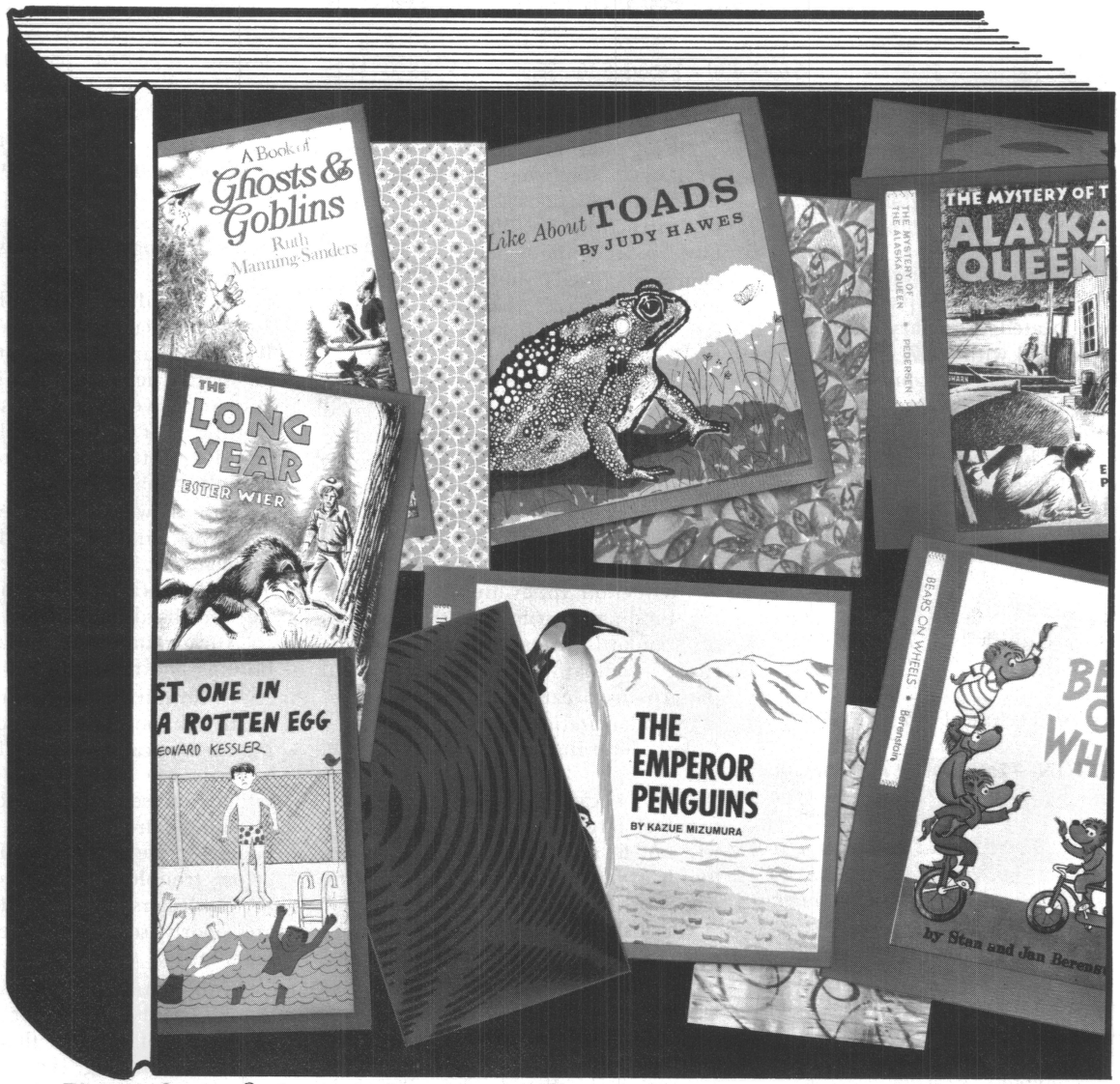
"The use of acid-free or low acid "permanent" paper by the original publishers. Many times a book must be replaced since rebinding is not advisable because the inner pages of the book are yellowed and brittle.

Where this is not possible—a process used by which an alkali treatment could be given the pages at a reasonable cost, to reduce effect of atmospheric conditions on the acids in the paper."

"Cooperation with higher management in recognizing the need to raise

Cont'd on page 36

COVER UP



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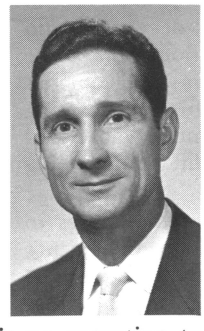
LBI: AN ASSOCIATION TO SERVE AN INDUSTRY

By J. T. TOLBERT, *President, Library Binding Institute*



There are several thousand trade and professional associations in the United States and almost every businessman or professional person belongs to at least one. By and large, their programs have certain aims in common—to serve their industry or profession and its customers or patrons by activities which can only be effective when done on an industrywide basis.

The Library Binding Institute is no exception to this rather fundamental rule, and one of the main areas of its activities is to gather information useful to its members and their customers, as well as their suppliers.

One such survey for the first time set forth the pattern of sales by type of library and by type of materials bound. The distribution of sales by type of library was:

Kind of Library	Industry Average % of Sales
Public Libraries	16.50%
Schools (Elem., Jr. & High)	23.50%
Junior Colleges (less than 1%)	.04%
Colleges and Universities	43.40%
Federal Government	4.95%
Industrial	6.50%
Hospital	1.50%
Church	.71%
Other	2.90%
	100.00%

It is interesting to observe that this distribution of sales is quite different from a study done some years ago when public libraries accounted for nearly 50% of industry sales.

But perhaps of equal significance is the distribution between different Certified Library Binders. Some binders appear to specialize in servicing certain kinds of libraries and not others, with rather substantial variations. The ranges were:

Kind of Library	Range as % of Binder's Sales Lowest		Highest
Public Libraries	2%	—	40%
Schools	3%	—	60%
Junior Colleges	1%	—	5%
Colleges and Universities	8%	—	93%
Federal Government	.03%	—	14%
Industrial	1.0%	—	35%
Hospital	1.0%	—	12%
Church	.01%	—	4%
Other	.50%	—	35%

With respect to the distribution pattern of sales by the kind of binding done, there was a surprising uniformity between different size groupings of binders and the industry average:

Type of Binding	Industry Average
Ordinary library volumes	30%
Reference volumes	8%
Textbooks	6%
Periodicals	48%
Paperback (binding only)	3%
Pre-library binding (binding only)	5%

Although the above classification of volumes covers, in a general sort of way, most of the work done by library binders, another survey was made by LBI to catalogue more specifically the various kinds of services offered librarians. This was in response to requests from librarians for specific types of work. The results of this survey indicated that LBI members offer the following range of services:

Library Binding (according to LBI Standard)
Prebinding (according to LBI Standard)
Textbooks
Edition Binding
Storage Binding
Paperbacks (hard) binding
Blank Books
Rare Books
Bibles
Fine Binding
Binding of Music
Law Books
Newspapers
Theses
Many types of special work as requested by customers

Our industry is small as most American industries go. LBI members will do about $30 million in 1969, about twice what our sales were about 5 years ago. I think one of the reasons for our unusual growth record lies in the broad range of services we offer librarians, and the fact that every dollar spent on library binding is productive, in that it extends the usable life of a volume, freeing library dollars for other purposes. Few other services or products a library buys are so intimately tied to the budgetary aspects of the library as library binding.

Recognizing the importance of library binding to the library, Certified Library Binders, through LBI, have created many safeguards for librarians. One is the Industry Quality Control Program under which every Certified Library Binder undergoes an intensive in-plant inspection at least once every 3 years and frequently more often.

Another is the Warranty, required of every

Cont'd on page 34

6500 YEARS OF CHANGE PRODUCED THE BOOK OF TODAY

Continued from May, 1969 issue

By MELVIN B. SUMMERFIELD

Picture Writing of the Middle Ages

The art of picture writing probably developed to its furthest extent during the middle ages in the form of what we call illumination. As we have previously shown, this reached a climax in Oriental art forms, particularly in Persia and the Middle East. Ever since man began to communicate, it is quite evident that he has found it easier to tell a story by means of pictures rather than words. From earliest cave drawings, through the pictograph stages of the Chinese, even to the present day, we find it easier to convey our thoughts by means of pictures, thereby confirming the truth of what "Confucious say". Picture essays, cartoon stories, illustrated periodicals, all now in late stages of practical, yet artistic, development, had their origins very early in our civilization.

Students of early days sometimes discussed at length the origin of illuminating. By some it was said that the art was first practiced among the Greeks. Others contended that it arose among the Romans. Yet others believed that it was first practiced most extensively in Byzantium. All of these conjectures, however, appear to be quite futile. We believe it would be nearer the truth to say that the art of illuminating books is about as old as the art of making books itself. We have already seen numerous illustrations of this. The *Egyptian Book of the Dead* has furnished us with tangible proof that the illustration of books in color was known and practiced in Egypt long before Greece and Rome came into existence. Mexican manuscripts also have proved that the Aztecs had developed a system of book illumination long before any white man set foot on the shores of America.

Probably the earliest forms of illumination were colored pictures to convey ideas. As the art developed and skills increased, decorations came to be added and we see forms of geometric patterns emerging. This is becoming more and more evident as more and more archaeological finds are being uncovered.

The making of colored pictures to illustrate ideas is virtually the essence of one of the most highly developed forms of illumination; namely, that which led to the making of miniatures. A sense of decoration is, of course, implied in the use of color in these crude earliest pictures, and the most elaborate form of illumination, aside from the use of miniatures, is by the application of the idea of decoration in conformity with a well-developed artistic sense. To what extent the Mesopotamians practiced illumination is mostly conjectured. Traces of color have been found on many of the basreliefs found in the ruins of Ninevah. Later excavations have revealed colored mosaics depicting animals. It is believed that the Assyrians used a form of papyrus or parchment in making books but, if so, they have not been preserved. However, there is a mass of material in stone and pottery to lead one to believe that books of some form did exist. On the wall at Ninevah we can see an image of a scribe writing on a roll of some sheet-form material.

Considering the decorative sense of the Mesopotamians and their highly developed artistic skills, it would be strange if they did not imitate the Egyptians in decorating their manuscripts with color. This is conjectural, however, and it must be admitted that the terra-cotta books which have come down to us in such great numbers are quite without decoration of any kind. They serve the purpose of recording words, nothing more.

In some exceptional cases, tablets include not merely human figures, but decorative designs. The books of Greece and Rome leave us equally in the dark regarding design and color, since none have been preserved. There may be some significance in the fact that Egyptian papyri of the Ptolemaic and Roman periods which have given us our oldest examples of Greek books are quite without decoration. Still, we cannot draw inferences or conclusions from examples which are so fragmentary compared to the vast stores which have been destroyed. One item of positive evidence does exist, however, which can outweigh all other evidence such as the remark of Pliny that books existed in Rome illustrated with portraits of celebrities.

The oldest decorated manuscripts, aside from the Egyptian referred to, date from the Fourth Century A.D. From that time illuminated books became abundant. The art was practiced extensively at Constantinople throughout the period of Byzantine greatness. Long before the Eastern Empire was overthrown, the art of illuminating books had become fashionable in the west and continued through the sixteenth century for a long time after printing became a way of communication.

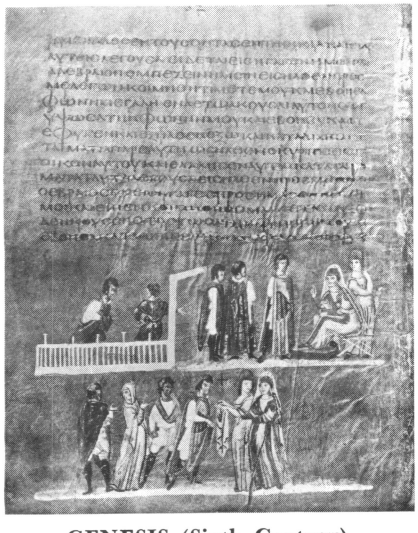
Illuminated books supply the most complete account of the art and costumes of the Middle Ages. Of course a great percentage of these illuminated books are copies of the Scriptures and of such allied writings as prayer books, breviaries and the lives of saints. While these give wide scope to the artist in his pursuit of decoration, the choice of subject is very restricted, and therefore the historical value related to the period becomes less. In exceptional cases, however, secular subjects were chosen, and it is from these that we have gathered much information.

In the Vienna Hofbibliothek there is a fragment of the Book of Genesis in Greek. It is on purple vellum and there are 24 leaves each measuring approximately $10\frac{1}{4}$ x $12\frac{1}{2}$ inches. It is written in silver and is illustrated with 48 illustrations, one at the bottom of each page. It has been identified as being from the latter half of the Sixth Century. On the margin of some of the pages is an offset impression of writing from a binding strip which probably

was used sometime later in the Fourteenth Century.

The illustration shown in the accompanying plate represents two scenes of the wife of Potiphar accusing Joseph before the men of her house. In the upper part of the painting Potiphar's wife and her female attendant are of fair complexion. The lady wears a white robe with gilt borders, gilt armlets, a white veil and a gilt crown, a blue mantle falling behind the shoulders and the shoes are colored vermilion. The stool on which she is seated is vermilion with white legs. Her attendant is robed in blue with vermilion shoes also. The men wear white tunics and breeches, yellow-brown long cloaks on which are intended to represent open sleeves, triangular patches of purple, perhaps and black-brown hose or long boots fastened with red garters. The balustrade and doorway are painted light gray. In the lower portion of the illustration four of the six figures are repeated from above.

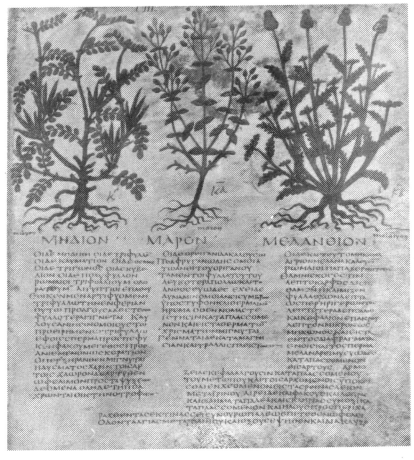
The miniatures show considerable variety throughout the 48 pages and are obviously not all by the same hand. The writing, incidentally, is of heavily formed uncials without separation of words.



GENESIS (Sixth Century)
From Vienna Hofbibliothek,
Cod. Theol. Graec. II

The Seventh Century produced some interesting illustrations in the area of science and medicine. The Greek physician, Pedanius Dioscorides produced a treatise on plants and roots and their medicinal properties. The work was arranged alphabetically with interesting colored drawings. It was done on thick vellum and the leaves measured some 10 by $11\frac{1}{2}$ inches.

The manuscript formerly belonged to the Augustine Monastery of S. Giovanni di Carbonari at Naples and was presented to the Emperor Charles VI in 1717 (Paleographical Society). It is written in small uncials, with partial separation of words. The ink is pale. At the end of the lines the letters are smaller to prevent breaking words. Titles are in larger uncials, colored red. The ancient custom of starting a paragraph with a larger letter is evident. It is obvious that just as artists do today, the letterer took advantage of the space left by the first two descriptions to complete the third one by moving to the left.



DIOSCORIDES: A TREATISE ON PLANTS
Vienna Hofbibliothek

The Salic Law originated with the Salian Franks who in the Fifth Century founded a Frankish Kingdom in Gaul. The famous clause by which it is known is the one which states that women are precluded from succession to the throne. The law was adopted in Spain in 1713, but abolished by Ferdinand VII in 1830 in favor of his daughter Isabella.

The copy of the Lex Salica, together with the Laws of the Visigoths and Allemani, is in the St. Gall Stiftsbibliothek. It is of vellum measuring $8\frac{3}{8}$ by $5\frac{1}{8}$ inches with 21 lines on a page. It was written in the year 794 by Vandalgarius, who inscribed his name at the end of the volume of 171 leaves.

The text of the Lex Salica is of the early rescension and contains the so-called Malberg glosses, the term Malberg being, it is believed, equivalent to the Latin word, Forum. The so-called glosses which appear at intervals in the text are probably quotations from the original Frankish Code "intended as a guarantee of the substantial correctness of the translation and to supply its formal deficiencies" (Paleographical Society).

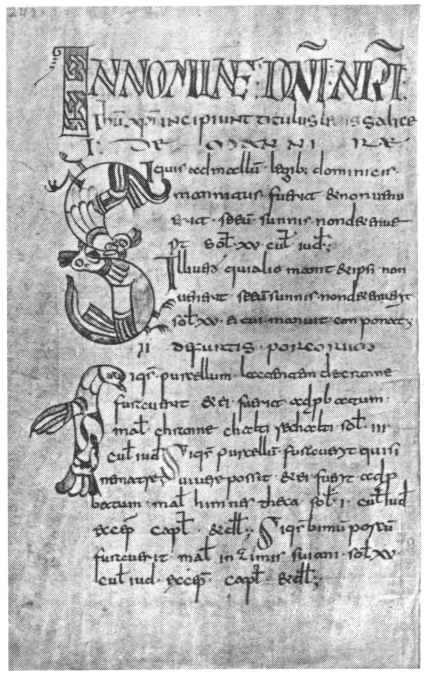
Written in Lombard Minuscules, the words are irregularly separated. Large initials are designed in the forms of birds and colored red and yellow.

In the Bodleian Library of Oxford there is housed the copy of the Anglo-Saxon Poem of Caedmon done in the Eleventh Century. It was published by Junius (Francis Young) in 1655, and bears Caedmon's name from the fact of the general resemblance of the subject matter to those of Caedmon described by Beda. First are related the fall of Satan and his angels, the creation of the world, and the temptation and the fall of man, followed by a paraphrase of biblical history which passes abruptly from the life of Moses to the first five chapters of Daniel. There is then appended a distinct poem on the apocryphal legend of the Harrowing of Hell, or Christ's descent into the lower world to redeem His people.

The first part of the volume is illustrated primarily in outline. The appearance at the foot of one of the pages of a small portrait bearing the name of Aelfwine suggests that the manuscript was possibly executed for Aelfwine, Abbot of Hyde Abbey at Winchester in A.D. 1035. It was given to Junius by Archbishop Usher (Paleographical Society).

The plate represents Noah's Ark completed and inhabited. The Almighty stands at the door ready to close it, waiting only for Noah's sons and his wife to enter.

The opening lines read: "Haefde se ealwalda enguel cynna purn hand maegen. halig drihtan. tene getrymede paem."



LEX SALICA
(A.D. 794)

CAEDMON (11th Century)
Bodleian Library,
Junius MS 11, Oxford

The phrase may be translated, "The All-Powerful had angel tribes through might of hand. The Holy Lord ten (i.e. tribes) established." Palgrave in his HISTORY OF ENGLAND, Vol. i, p. 108 says: "The so-called Caedmon will perhaps appear as one of those tales floating in the breath of tradition, and localized from time to time in different countries and in different ages."

There are reasons for believing that Caedmon's real name has not been preserved. Unlike most Saxon names, Caedmon has no definite meaning. But CADMON is the initial word in the Chaldean version of Genesis, and is a translation of the first word in the Hebrew version. These words all mean "From the East," for it was thence that the beginning of light and day came. J. O. Westwood in his MINIATURES AND ORNAMENTATION OF ANGLO-SAXON AND IRISH MSS. says that Milton did not write the opening of PARADISE LOST until after the publication of Young's version of Caedmon in 1655.

Illuminated Psalters were quite popular in the Fifteenth Century. Our plate shows that of King Henry VI, written upon 286 pages of vellum $7\frac{3}{4}$ inches long by $5\frac{1}{2}$ inches wide, in a modern Gothic hand, fifteen lines to an ordinary page. The illuminated initials commencing each verse are rather small. Each page is enclosed in a border formed of brilliant gold leaves similar to the right hand portion of the plate.

There are sixteen miniatures in the book, in five of which the crowned boy in the plate is represented. This child for some time was thought to be Richard II. A note at the beginning of the volume in the hand of R. Cotton, states that it was originally in the possession of King Richard II whose effigy is given in the miniature of the crowned child, and the same statement occurs in the description of the volume of Plauta's CATALOGUES. However, according to the date at the head of the lunar tables contained in the volume (anno Domini MCCCCXX), this cannot be true since Richard II was murdered in 1400. The pictures, instead, represent Henry VI who was crowned in Paris in 1431 at the age of ten. This explains why he is attended by St. Louis in one of the miniatures, and by St. Catherine, his mother's patroness, in another.

The plate represents the young king

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kneeling before the Virgin and child, while St. Catherine stands beside him. Dr. Waagen in speaking of the artistic style of the book, says; "The character of the writing and pictures decide for the first half of the Fifteenth Century. The latter are most delicately painted in water colors, and breathe the spirit of the brothers Van Eyck, of whom John, the greatest painter of his age, was at the time at the zenith of his art. This Flemish origin is more easily accounted for . . . the delicacy of the heads is admirable." (Quoted in Paleographica Sacra Pictoria)

Psalter of King Henry VI (First Half of 15th Century) British Museum

WANTED: REGIONAL EDITORS

The Library Binder is still looking for librarians around the country who are interested in becoming regional editors of our publication in states other than Illinois, Iowa, Massachusetts, New Jersey, Pennsylvania, Tennessee and Virginia. The job of a regional editor would be to forward news of unique library projects within his designated area, as well as news of the various library association activities. On occasion, it would also be necessary to contact other librarians for the purpose of having them submit articles on particular subjects which would be of interest to our readers. While editorships in the aforementioned states have been filled, other librarians from those areas are welcome to submit articles for publication and we shall give them every consideration.

Any librarian wishing to join our staff (no experience necessary) should write on their library letterhead to the Editor, The Library Binder, 88 Needham Street, Newton Highlands, Mass. 02161.

HE PRESERVES THE BOOKBINDER'S ART

By TOM WILL

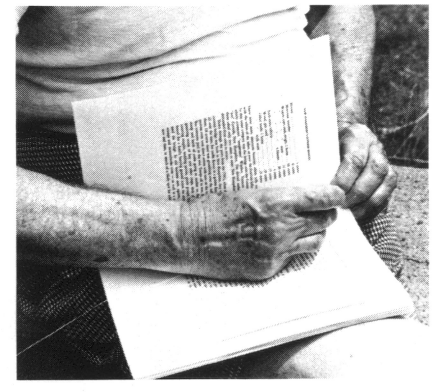
The bookbinder's art is an old one and requires a great deal of training, but even with the roaring machines of the big publishers binding books at the rate of 16,000 every hour, the art is far from deceased. Behind Peacock Alley, in the former Peter Hunt residence overlooking Town Cove, Orleans, Massachusetts, Edwin Geauque remains dedicated to producing books which bear the indelible stamp of individuality.

Mr. Geauque is the proprietor, publisher, and bookbinder of Wake-Brook House, an establishment which prints, personalizes, and distributes a unique series of handbound books. Of southern French origin (his name is pronounced midway between 'joke' and 'jay oak'), calm and distinguished, he sits or stands behind the counter, always diligently working. As people filter in and out of the shop to thumb through his finished products on display on a table, he answers their questions or volunteers information about his work.

". . . And this is to make the corner, which is a tricky thing. You want to cut the fabric as close as possible—without exposing the board—in order to make a neat fold. The first teacher I ever studied under was a woman; she had very delicate fingers, and you should have seen how deftly and confidently they moved over the corners and edges of the cloth. . . ."

Mr. Geauque had studied under Henry Dreis of Frankfurt, the top bookbinder in Germany, and with deVillet of France and Takeshi Kanno of Japan. It was in Japan that he first conceived his project (as much of the shop decor might suggest). He was stationed there as a journalist, and after the war he decided that he did not want to be a newspaper man. So he became a small publisher instead and the Japanese fabric-covered book folders he saw there became the prototype of the case-binding he now does.

The bindings are prepared by pasting heavy upholstery fabric on a special binder's board, which is made in such a way that the bending of the board can be controlled when the paste is applied.* Commercially bound books are covered with a light bookcloth, like mosquito netting, filled with starch, and Mr. Geauque's specially selected, colorful and unorthodox fabrics have the advantage of wearing better—they can even be washed with detergents if necessary. Instead of the commercial hot-melt glue which is used in binding machines because its flow can be controlled by valves—but which unfortunately dries hard and brittle—Mr. Geauque uses a simple flour and water paste. It can only be applied by hand, but it is not affected seriously by moisture and remains so soft and flexible that the books can be completely immersed in water without harm or have their bindings bent back cover to cover without cracking.*



Handsewing the volume—a painstaking process.

The bindings dry in 24 hours, but must season thoroughly for ten days so that they will not warp and curl the pages of the text after it has been sewn in. The printed pages are gathered in signatures, usually consisting of 32 pages (although the number is free to vary with hand-bound books), and each signature is hand sewn through the center with nylon thread to an 88-threadcount percale strip. The percale is then pasted to the case binding. It is tedious work; Mr. Geauque spends a total of at least two hours binding each volume. But then no machine can boast that "there are no other books like these in all the world."

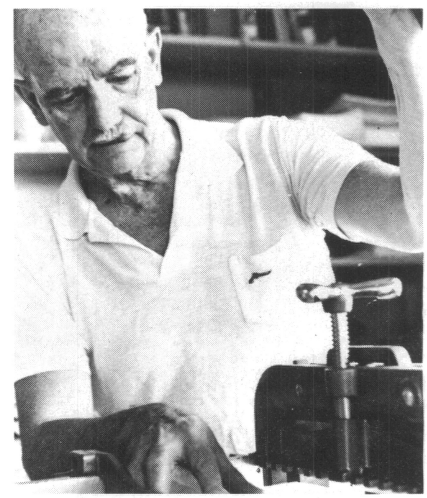
In addition to the binding of each volume, Mr. Geauque also sets and prints each edition. The cost of linotype or computer setting is prohibitive, so he uses three IBM Executive

**Editor's Note:* Mr. Will's reference to commercially bound books does not apply to all publishers, nor does Mr. Geauque's binding have any relationship to Library Binding.

typefaces and justifies the pages himself. It takes about 100 hours to set a 180-page volume. The pages are then photographed, plates are made, and the book is printed on the small offset press standing unobtrusively in the display room. Black and white photography is also reproduced on the press, but color work and oversize volumes must be farmed out. Although many pressmen do slapdash work on such a machine, the small offset is capable of extremely fine printing if one is careful. And Mr. Geauque is indeed careful.

Since the beginning in 1946, Wake-Brook House has published anywhere from five to eight titles a year. The bulk of these are volumes of poetry—some 100 titles. Mr. Geauque can publish as few as 200 copies of a single title and make it practically worthwhile, and he publishes a variety of material ("no prejudices"), from the traditional meter of Laura Benet to the grim cadences of David Palmer.

Wake-Brook House's primary concerns are that people be exposed to poetry and other creative work, that they read it, and that they have it in attractive volumes that will withstand the beating of frequent use and last. Mr. Geauque's project is a work clearly motivated by love. With such an investment of time and care behind every unique copy that he publishes, it is surprising that the cost of the volumes is no more than it would be had the books been mass-produced by machine. "Well, I like to prevent discouraging people from having the books if they like them. I bemoan the tendency to reduce everything to the superficial—as in the speed reading trend, for example. If we can get people to read thoughtfully, then that's all to the good.



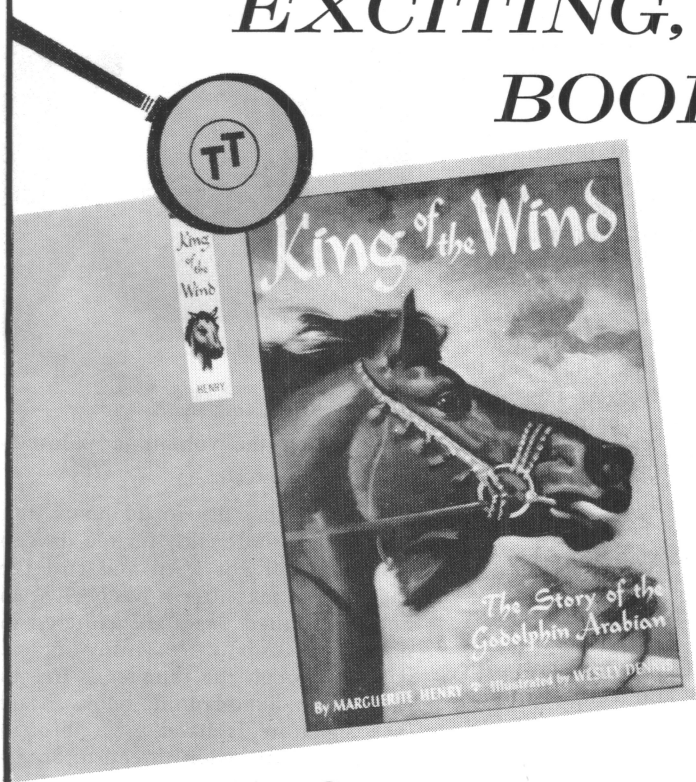
Trimming the book by hand prior to assembling it into its cover.

"My main concern, after all, is to provide a market for creative work in the arts—fiction, photography, and especially poetry. I'm a stubborn guy: I can't believe that our society doesn't provide outlets for the small editions that may never be mass market items."

But isn't stubbornness a refreshing thing when it sees a need and happily dedicates itself to fulfilling it? Especially when that means of fulfillment constitutes a project which reaffirms man and his imagination over the mere statistical levelling of mass production.

Reprinted through the courtesy of "The Cape Codder," July 24, 1969; photography by Paul W. Kemprenos

EXCITING, EXCITING, BOOKS



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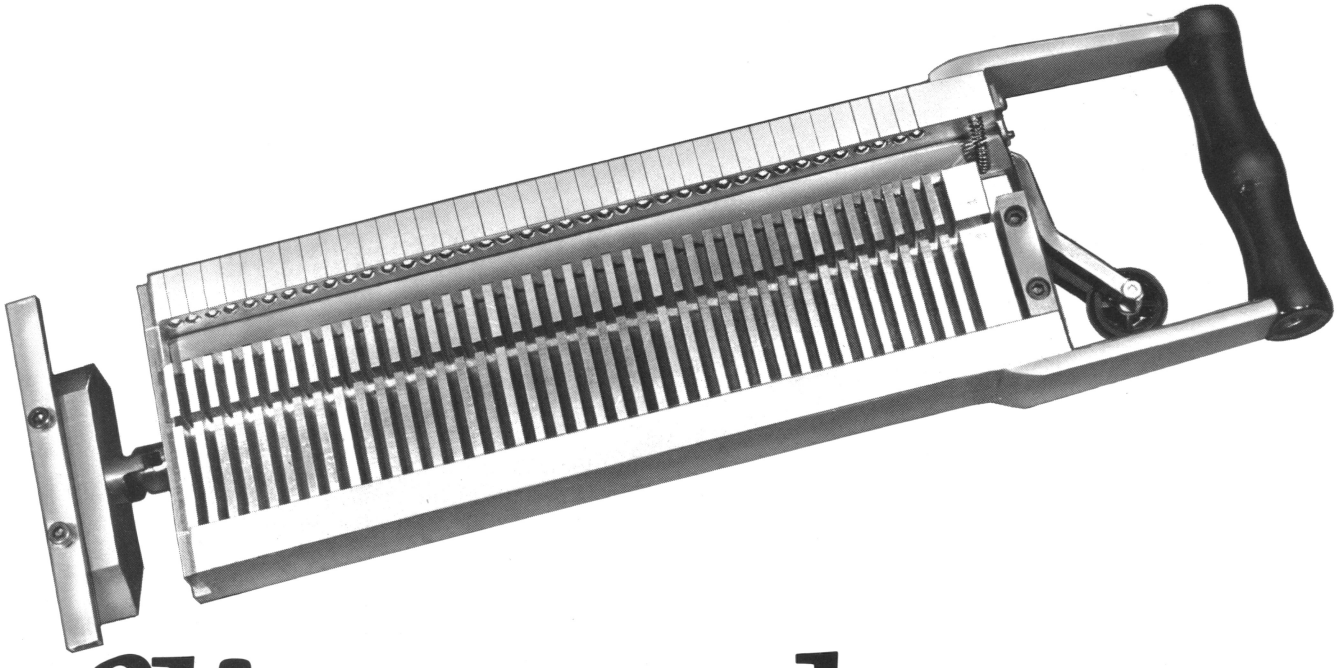

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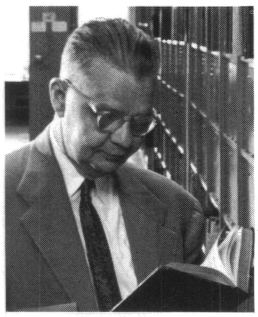


By **Jesse H. Shera,** *Dean*
School of Library Science,
Case Western Reserve University

THE SCHOOL OF LIBRARY SCIENCE AT CASE WESTERN RESERVE UNIVERSITY

The School of Library Science at Western Reserve University, since 1968 federated with Case Institute of Technology to form Case Western Reserve University, was born of an era in which librarians were beginning to experience the pains of institutionalization and professional growth. It was the year 1903, and President Charles F. Thwing of Western Reserve was a member of a board advisory to Andrew Carnegie respecting matters related to his benefactions. President Thwing, so the story goes, acknowledged that the steel magnate had done much for the encouragement of libraries, but had failed to make any provision for the professional education of those who were to be employed in them. The result of this exchange between academician and benefactor was a gift, made in February 1903, in the amount of $100,000 to establish a library school at the university in Cleveland, Ohio. It was the first such gift made by Carnegie for purposes of library education and the letter of transmittal carried the rather enigmatic statement, by the great Andrew, "Let us see what Western Reserve can do."

But the initiative in requesting the gift cannot entirely be awarded to the credit of the university president. During the early years of the century, two decades before the famous *Williamson report,* many library leaders were becoming concerned about the educational needs of the profession, and were responding to a growing awareness that the old "on the job" training sponsored by the large public libraries could no longer meet existing needs. In the vanguard of this movement was William Howard Brett, library pioneer and distinguished librarian of the Cleveland Public Library who, for some time had been urging President Thwing to establish such a school at his university. Thus did Western Reserve acquire its library school, but the reminiscences of the early graduates indicate that President Thwing had no great enthusiasm for the new member of his academic family, and it was Brett who was its real parent.

In any event, it was Brett who was appointed the first dean of the School, a position which he held until his untimely death in an automobile accident in 1918. The basic planning and operation of the School were begun by Electra C. Doren, followed in 1905 by Julia M. Whittlesly, who was to play a leading role in the formation of the Association of American Library Schools, and Alice S. Tyler. Bessie Sargeant Smith was acting director in 1912, and Miss Tyler became director in 1913, though she was not given the title of dean until 1925. Thus, Miss Tyler's regime encompassed the period of growth in American library education that followed the publication of the Williamson report of 1923, the establishment of the ALA Board of Education for Librarianship, and the beginning of ALA accreditation of library schools.

It was also under Miss Tyler that the School awarded, in 1927, its first Bachelor of Library Science degree. During these early years the faculty of the School included, in addition to those already mentioned, such distinguished names as Linda A. Eastman, Azariah S. Rott, Harriet E. Howe, Effie L. Power, Bertha R. Barden, and Thirza E. Grant. Among the members of the first graduating class of 1904 were Ernest J. Reece and Carl Vitz.

Miss Tyler retired as dean in 1929 and was succeeded by Herbert S. Hirshberg, who previously held such positions as State Librarian of Ohio and director of the Akron Public Library. He was appointed Dean of the School and Director of the University Library, and he remained in office as Dean for fifteen years, through the dark days of the depression, when not only the School but also the University was struggling with serious financial problems. During this period, however, the School achieved graduate status through the introduction of a program in training for high school library service, for which the baccalaureate degree was a requirement. This requirement was extended to all programs, though an exception was made for outstanding students of Adelbert and Mather Colleges to enroll in the Library School as "seniors in absentia." Also during Dean Hirshberg's administration the program in library service for children was expanded in 1930 under Helen Martin Rood to

include a sixth year, leading to a Master's degree. Both this "sixth" year program and the undergraduate program were phased out in the late thirties. The program in school library service continued as a specialization from 1929, under the guidance of a succession of outstanding leaders, including Edith Cook, Lucile F. Fargo, Margaret Cleaveland, Helen B. Lewis, Hannah Hunt, and currently, John A. Rowell. Dean Hirshberg also inaugurated a summer session program which enabled students to earn the degree through attendance at successive summer sessions. Thirza E. Grant, who had been acting dean for a year, was appointed dean in 1944, a position which she occupied until the summer of 1952, when the present incumbent, Jesse H. Shera, came from the faculty of the Graduate Library School of the University of Chicago, to assume the deanship. At the present time the School has two associate deans, Margaret Kaltenbach and A. J. Goldwyn; the latter also serves as director of the School's Center for Documentation and Communication Research.

In its first catalog the officers of the School stated that its purpose was "to give a thorough course in training for library work. While, as is eminently proper in a school so established and endowed, special attention will be given to training for work in our rapidly developing system of public libraries, the interests of college, endowed, and other libraries will not be neglected." There seems good reason for believing that in the minds of the School's early administration the institution was seen primarily as an agency for the preparation of staff to serve in the Cleveland Public Library, and, indeed, a program of supervised practice work in that library was a feature of the School's offerings. It was not long, however, before the curriculum was expanded and the School began to draw students not only from other sections of the country, but also from abroad. Today it is truly international in its scope, though like most library schools, the majority of its students are attracted from its own and contiguous states. In the more than sixty-five years of the School's history the nineteenth century idea of "training" for library work has yielded to belief in the need for professional education for, as the current catalog says, those "who are competent in subject knowledge, qualified for positions of responsibility, and aware of the social importance of libraries." Research in library and library-related problems was unthought of in 1903, but today it is a major activity of the School's faculty and its advanced students.

In 1948, Western Reserve, along with many other accredited library schools, abolished the degree of Bachelor of Science in Library Science and instituted the master's degree. Initially a master's paper was required of all students, but largely because of the

The Center for Documentation and Communication Research

growth of the student body, this was dropped as impracticable some ten years later. Students may, however, elect to prepare such a minor research study. Also in 1948, a course in research methods was added to the curriculum and, for a time, provision was made for graduates of the School to convert the earlier fifth-year bachelor's to the new master's degree.

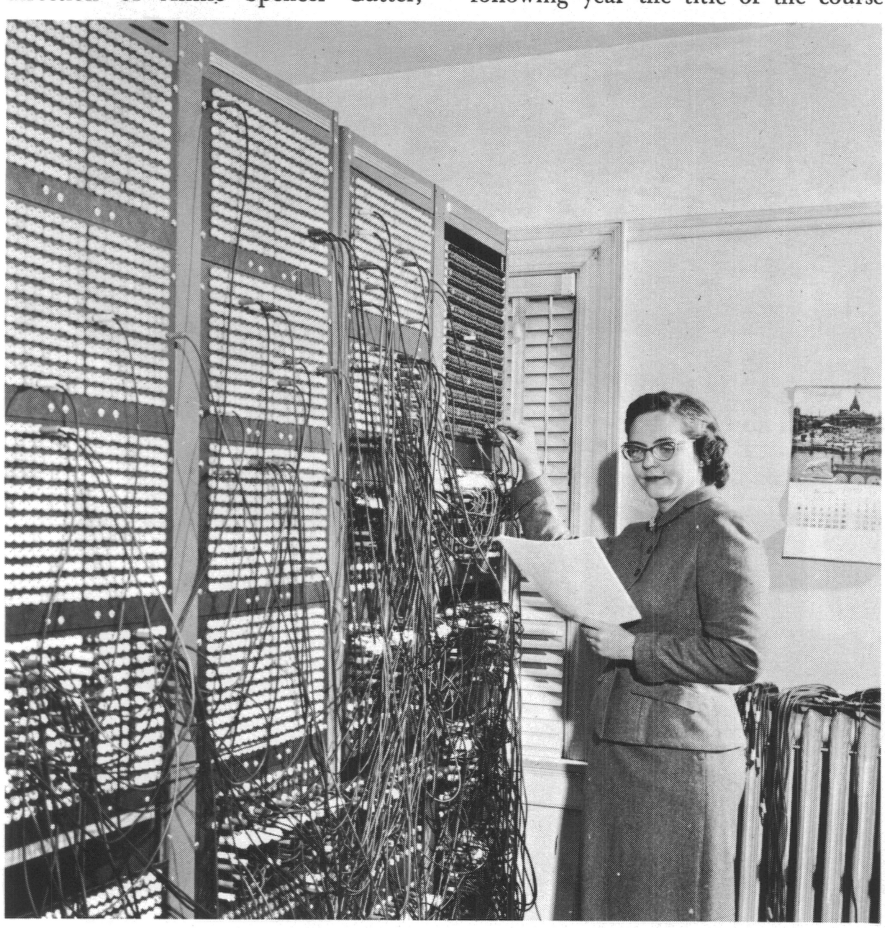
Library service to children has been a serious interest of the School, virtually ever since it was established, and in 1920 an agreement was reached between the School and the Cleveland Public Library by which the former assumed responsibility for the training program in children's work which the Public Library had been operating since 1910. A special department of the School was established at that time under the supervision of Effie L. Power, Director of Children's Work in the Cleveland Public Library, to provide an extended program in children's work. This innovation made possible an unusual opportunity for students to engage in practice work while taking the courses in the School. Though independent, this program was closely associated with the training of school librarians, then under the direction of Annie Spencer Cutter, also of the Public Library staff. The School has maintained this specialization in work with children throughout its history, under the direction of such distinguished children's librarians as Harriet G. Long, Elizabeth H. Gross, Dorothy Broderick, and Arlene Mosel. Today, it is the only school in the country offering such an advanced specialization, its only rival having been the Carnegie Library School of Pittsburgh.

The Cleveland Public Library followed the lead of its sister institution in Newark, New Jersey by establishing a Business Information Bureau. Rose L. Vormelker was its founder and for many years its director. During the deanship of Herbert Hirshberg, the need was recognized for a course in special librarianship at Western Reserve that would be somewhat comparable to Linda Morley's offering at Columbia. Thus in the late 1930's, Miss Vormelker instituted such a course, which is still an important offering.

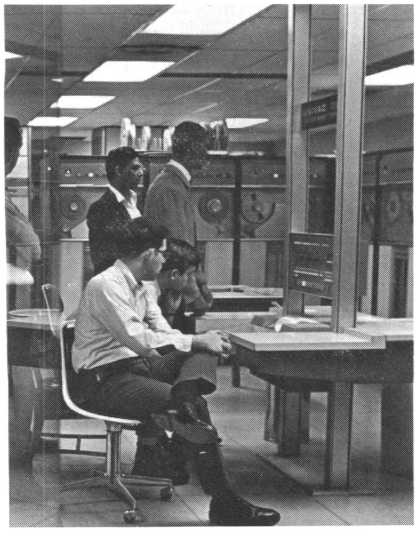
The trend at Western Reserve toward the new non-conventional methods of librarianship can be traced to a course in abstracting and indexing first offered during the academic year 1949-50 by Helen M. Focke. The following year the title of the course was changed to *Documentation,* and its content was extended to include punched-card techniques and other innovations in the storage and retrieval of recorded information. This was the pioneer course of its kind in the country.

The curriculum of the School is under constant review and revision. Two important changes have been made in recent years. The appointment of John Rowell, formerly School Library Supervisor for the State of Pennsylvania, has made possible a substantial expansion of the program for the education of school librarians, including a sixth year of study. He has also contributed substantially to the research and professional activities of the faculty. In the summer of 1966 the School inaugurated its "Foundations" course, a six semester hour course of intensive introduction to all phases of librarianship, required of all entering master's degree candidates. The course, of which Helen Focke and Margaret Kaltenbach were the architects, requires the services of all members of the faculty in presenting an organized overview of librarianship with a sound introduction to its basic principles and techniques. The course has yielded a variety of benefits: it provides the student with a substantial foundation for his advanced study and insures that all students come to subsequent programs with a common background of professional knowledge; it is of material assistance in helping the student to reach a decision, if he has not already done so, as to the area of librarianship in which he wishes to specialize, or even if he is at all interested in a library career; it makes possible the review and revision of all other courses so that more time can be devoted to advanced study; and it has been of substantial assistance in developing a community of understanding among the several members of the faculty and their subject specializations.

The appointment of the present Dean brought to the School one who, during his years at the University of Chicago and earlier at the Library of Congress and the Office of Strategic Services, had been much involved with the rising field of documentation. He was one of the active participants in the reconstitution of the American Documentation Institute, following the close of the Second World War. In the spring of 1955, with the support of the faculty of the School and President John S. Millis of Western Reserve University, he established the Center for Documentation and Communication Research as a department of the School.



Pioneer Electronic Literature Searching Selector designed and built at Western Reserve University in 1956.



Students at work in the Documentation Center.

Basically, the responsibilities of the Center were two-fold: (1) to conduct an intensive program of research in the newly developing non-conventional methods of information storage and retrieval, and (2) to enrich the educational program of the School by the introduction of new courses and seminars in this area and to provide opportunities for students to become engaged in the research and operational program of the Center itself. Shortly after the Center was established the American Society for Metals gave it a grant of $75,000 to conduct research on the application of machine methods to the organization and abstracting of the literature of metallurgy. Assistance in the Center's research program was also received from such agencies as the National Science Foundation, the Office of Education, the U. S. Air Force, the Union Carbide Corporation, and the National Institutes of Health.

James W. Perry, the first director of the Center, set forth his theories of semantic factoring, a form of linguistic analysis applied to scientific literature and semantic codes and continued work on the use of "telegraphic abstracts" for machine searching. Also, with the aid of the Center staff, he built a prototype of a mechanical searching selector, an elaborate system of electric relays activated by punched paper tape, which not only proved the validity and practicability of Perry's theories, but also was used in an actual literature searching service operated by the Center for the American Society of Metals. It was this machine that aroused the interest of the Computer Division of the General Electric Co., which, after a protracted period of study and experimentation, devised a modified form of the G-E 225 general purpose computer for machine literature searching. This mechanism, supplemented by a substantial amount of auxiliary equipment is still in use in the School.

Over the years the research activities of the School and the Center have generated a shelf-full of substantial books, research reports, articles and other publications, many of which relate to the work of the Center but represent a wide spectrum of professional library interests. With financial support from the American Society for Metals and the technical skill of television station WQED of Pittsburgh, a fifteen minute color motion picture film entitled, "The Metals Information Center of Tomorrow," was produced which dramatized the work of the Center in automated machine literature searching. Also, beginning in 1955, a number of national and international conferences have been held in the fields of information science, library education, children's work, reference, and the role of the library trustee.

Most recently the School has broadened its scope to include instruction and service relating to the involvement of the library in a variety of social programs, particularly service to the inner city and the disadvantaged. An extensive program for the professional education in medical librarianship, under the direction of Robert Cheshier, librarian of the Health Sciences Libraries of the University and Alan Rees of the School's faculty, and supported by the National Institutes of Health, has been in operation for several years, and comparable programs for the education of law librarians and archivists are in the advanced planning stages.

Enrichment of the School's offerings has been materially increased by the addition to the faculty, from time to time, of distinguished scholars from abroad for varying periods of residence. Robert A. Fairthorne, the distinguished English documentalist and Jacobus Verhoeff of Delft, Holland are especially notable among such visiting appointees. Dr. Andrew D. Booth, dean of the College of Engineering of the University of Saskatchewan, comes to the School regularly to offer highly specialized courses in information science and to contribute to the School's research assignments.

The doctoral program of the School was initiated in 1954, and its first degree was awarded in 1959. Under the direction of Dr. Conrad Rawski, it is research-oriented, terminates in the degree of Doctor of Philosophy in Librarianship and Information Science, and is an inter-disciplinary program sponsored by the School of Library Science and the School of Graduate Studies. Its goal is to produce librarians, and especially those who anticipate careers in library education, who combine the intellectual attainments and competencies required to earn the Ph.D. degree with an adequate mastery of present problems, patterns, and practices in librarianship and information science.

Technical requirements (foreign languages, examinations, and the dissertation) for the degree are identical with those of the School of Graduate Studies, by which the degree is awarded, and all candidates must meet the standards of proficiency demanded of all students in the cognate subject field, or fields, with which librarianship is combined. Provision is also made for students to elect an interdisciplinary program in information science, where curricula and course work have been developed by Professors William Goffman and Andrew D. Booth. Increasing recognition of the School's program within the University community has facilitated the development of curricula in a variety of cognate subject areas which are meaningful, not only in terms of subject concentration, but also in library activities and responsibilities pertaining to those subject areas. In addition, new areas of application and new resources have been developed for the information science curriculum, to which the resources of the former Case Institute of Technology have added great strength. All programs are characterized by great flexibility in response to the needs of the individual student, and throughout, allowance is made for effective articulation between study and research in librarianship with that in the cognate field; curricular adaptability and interdepartmental dialogue are basic. Thus is provided a ground structure which encourages a maximum of student initiative and free inquiry within a wide spectrum of

Studying in the Library

instructional and research opportunities. The interdisciplinary program in information science encourages study and sophisticated operational implementation of applications throughout the University.

One of the changes in the administrative pattern resulting from the consolidation of Western Reserve and Case that will materially promote the welfare of the School of Library Science has been the recognition that librarianship is one of the social sciences and the consequent incorporation of the School in the Social and Behavioral Science hierarchy of the University. By officially sanctioning these relationships, cooperation between the faculty, students, and research personnel of the School with such units as the School of Management, the Computing Center, and the School of Engineering will be greatly improved. Relationships which formerly were only casual and largely fortuitous can now be formalized.

A professional school must prepare its students for the future, for it is in the future that they will be practicing their careers. The continuing enrichment of the School's program, both in teaching and research, aided by a gratifying growth in the student body, should do much to insure that the contribution to librarianship that the School has made over the years will, indeed must, be even greater in the future than it has been in the past.

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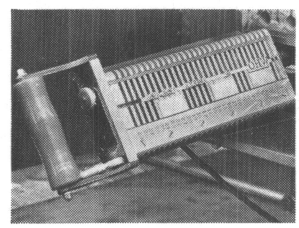

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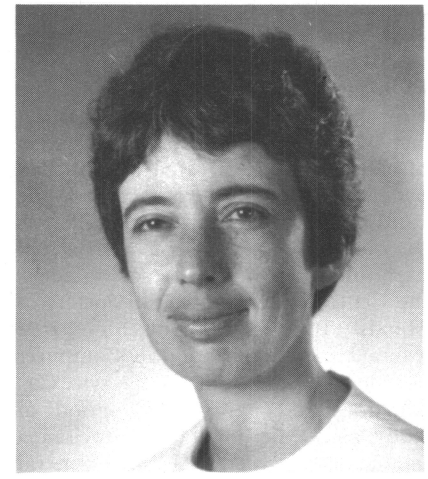
1969 SCHOLARSHIP TO MRS. BETTY EISLER

At a meeting of the Library Education Committee of the American Library Association, held at the 88th annual conference in Atlantic City last June, Mrs. Betty N. Eisler of Swarthmore, Pa. was named recipient of the $1000.00 Library Binding Institute Scholarship. Mrs. Eisler is using the money to further her library education at the Drexel Institute of Technology Graduate School of Library Science where she is a full time student.

Mrs. Eisler is a 1950 graduate of Swarthmore College, following which she worked in the field of education at Hunter College, New York City. She is certified to teach in the states of Michigan and Illinois and has done graduate work in both English and Library Science. In addition, she has served as editor of three professional periodical publications. Mrs. Eisler, her husband, Michael, and their two children reside in Swarthmore, Pa.

The scholarship was established in 1958 by the Library Binding Institute and is awarded annually by the American Library Association to a worthy United States resident student to further his or her library education, without regard to race, color, creed or geographical origin. The award is administered by the Library Education Division of ALA.



Mrs. Betty Eisler

THE ARLINGTON HEIGHTS MEMORIAL LIBRARY: A BUILDING FOR THE COMMUNITY

By HAROLD J. ARD, *Executive Librarian*

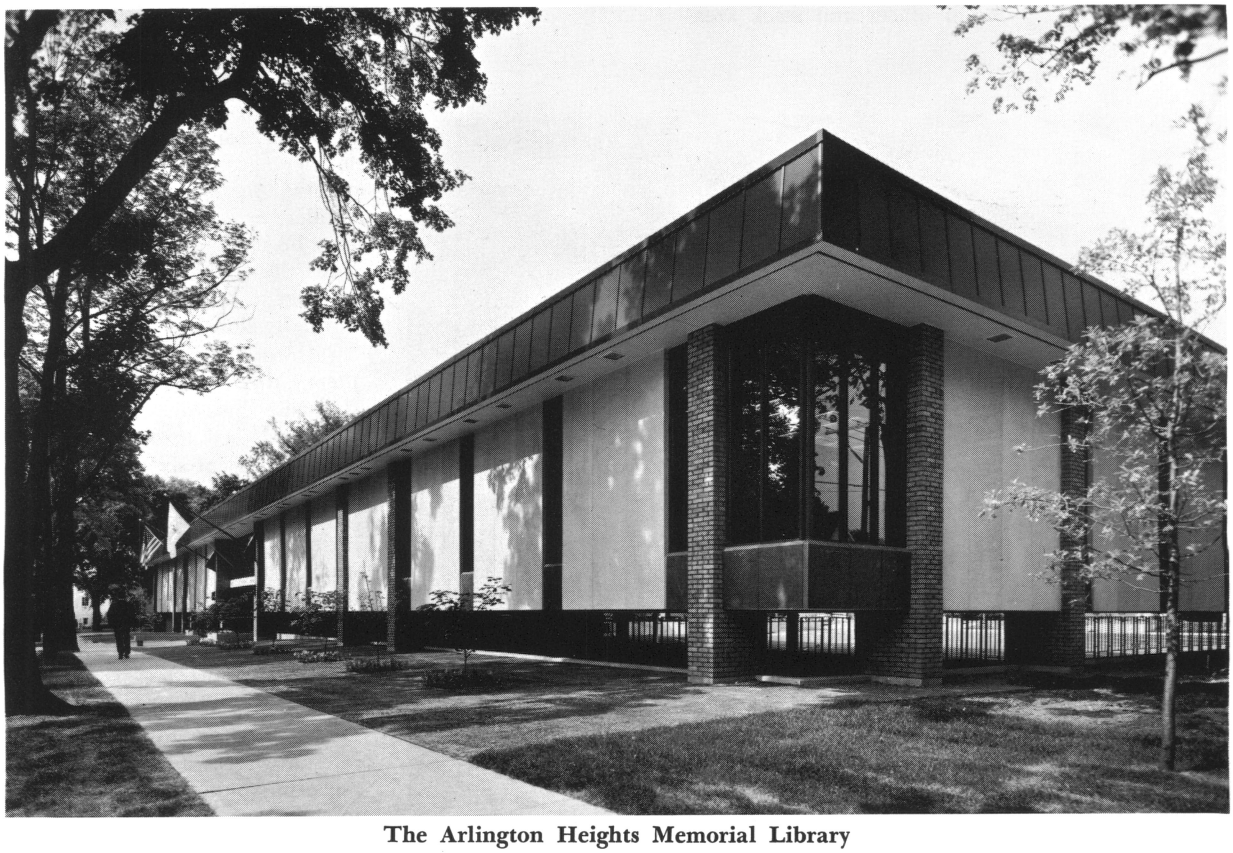
Good library buildings must be related to library services and functions, and every community is entitled to the best building and services it can afford to maintain. Library buildings, no matter how beautiful, are simply stark, brazen monuments to the poor planners and architects who designed them, unless they fulfill a library function. Anyone can plan an empty box—even a crackerbox with carpeting—but relating this to the multi-activities of the progressive public library involved in serving its community requires thoughtful planning and a library board dedicated both to the administrator they have hired and the community which they serve.

Eighteen years ago the Village of Arlington Heights, Illinois, had a population of 8,500, and a one room facility loaded with dusty books on the second floor of the Village Hall. This was not a library, but a collection of obsolete materials with very little community outreach. Even with its poor service record, residents could see the value and potential of a community library, so a bond issue was passed; and in 1952 a building was built (improved in 1959), covering less than 8,000 square feet on two floors. This became our community's first real library and it served the town in ever-increasing volume until 1968.

Its adequacy, however, was short lived! By 1965, Arlington Heights had grown to a population of 52,000, and the library was extremely crowded, inefficient and literally bursting at the seams. Have you ever been faced with the dilemma of having erected all possible shelving, yet still having no place to shelve even one more box of new books? First, the collection was judiciously weeded. Then, as the only solution, volumes were placed in dead storage. As new books arrived, duplicate titles, older volumes, and works not in constant demand were placed in empty boxes to be stored away. Finally, in 1967, the Library Board decided with great fear and trepidation to initiate a bond referendum for nearly two million dollars to build and equip a new library facility. Voter response was overwhelming; the community wanted an adequate library. A lesson had been learned from past experience, and the new library would have both careful original planning as well as plans for future expansion so that the community would be served for many years to come.

In the Chicago metropolitan area two things are of utmost importance to a library—accessibility and

From time to time The Library Binder presents articles covering new libraries and their effect on the communities which they serve. The building described below clearly illustrates the creative trend which is taking place in the contemporary library. This trend is apparent not only in the physical structure, but also in the services being performed by the libraries' professional staffs.



The Arlington Heights Memorial Library

parking. With this in mind, an entire square block was purchased four blocks from the center of the Village. The building that was constructed occupies about half of the block and has a total of 45,000 square feet of usable floor space.

Prior to construction the architects and the librarian visited scores of libraries searching for new and innovative ideas. Unfortunately, most buildings were either unimaginative or inappropriate for the functions they served, but one useful purpose was served: mistakes were observed and noted so the same errors would not be repeated in our building.

The Arlington Heights Library is located near the eastern edge of the site and is surrounded by a narrow perimeter of grass and landscaping. Under the elevated main floor there is parking space for 115 cars plus staff parking. The building itself has tinted windows to control sun glare and carpeting and acoustical ceilings to control noise. Future expansion can be accomplished in either of two ways: vertically by having a two story building, or horizontally by expanding over the rest of the block.

Staff offices and stack area

One of the many lounge areas found throughout the building

Some of the fine and unusual features of our physical building include:

(1) The reference department. This is located off the main entrance foyer and gives the information-seeking patron his first contact with the professional personnel. The reference desk is staffed at all times. Some questions are trite, i.e., *Where is the washroom?, Where are the encyclopedias?,* but others are more research oriented.

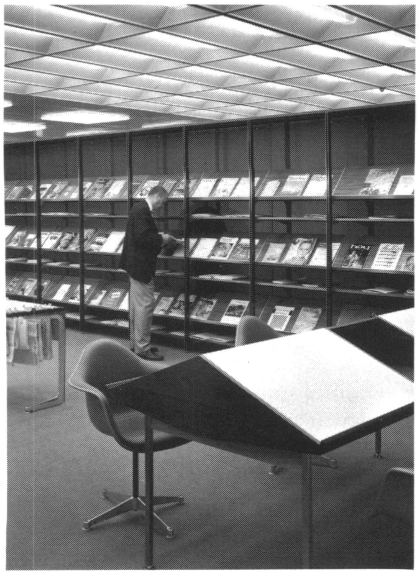
(2) The circular work area and circulation department. These are just to the left of the main entrance where low, marble-type counters serve the 'small fry' and higher ones serve their elders. All circulation—juvenile, young adult and adult—is carried on from this central area with five Gaylord charging machines. Registrations, overdues, carding, reserves, and scheduling are all handled in this department.

(3) The story-telling area. This attracts as many as 250 youngsters weekly and measures twenty feet across. It is portable and set on piano casters so it can be moved or disassembled by ordinary maintenance personnel. A story pit would have been much too permanent for this library. Carpeted in brilliant red, the unit serves a double function, since the back side is composed of formica-lined bookshelves.

(4) The meeting room with adjoining projection room and kitchen. This area seats one hundred comfortably in various seating arrangements and has speaker jacks for microphone, movie projector, or 'piped in' music. For smaller groups the room can be divided in half with a soundproof divider; or a separate conference room may be used. The meeting room exits into the entry foyer and may be isolated and used when the library is normally closed.

(5) Study areas. Operating on the theory that small groups are easier to supervise than large groups, these have been scattered throughout the library in groupings of six to eighteen, with a total seating capacity of 374. The patron may choose from lounge areas, including the Stendig womb chair; study tables; carrels; the typing room; the small conference room; slant top tables; or the "absolute quiet" room. One of these is bound to suit almost any mood of the day.

(6) The audio-visual center. This is located adjacent to the periodical and reference areas and includes microfilm reels, microfilm reader-printers, listening stations equipped with tape recorders and record players, records,



Periodical Department. Library subscribes to more than 500 periodicals per year.

films, copying equipment, and other three-dimensional materials, including maps. An audio-visual librarian is always ready to assist a patron wishing to select materials or guide him in the proper use of sophisticated equipment. The audio-visual librarian is also called upon to answer many unusual questions and render advice: *How do I splice my home movie film?, Where can I buy posters?, Can I photocopy from microfilm?*

The list of unusual features goes on and on—the offices, the works of original art, the staff lounge, the display areas, the technical processing department, public lockers and elevators, waiting areas, art and work room, and others. The building has received several awards and citations, including The Chicago Lighting Institute Award of Merit for Lighting Excellence, and the 1969 Distinguished Building Award of the Chicago Chapter of the American Institute of Architects.

Why does the community of Arlington Heights, with its clean air and high taxes, believe in its library and encourage its support? This can be answered simply—we give service and we have a building to which our community can point with pride. This past May we again went to the voters concerning the future of the library. A double referenda asking an increase in the basic tax rate from 12¢ to 20¢ (per $100 of assessed valuation), and the authority to sell general obligation bonds through the Village for $500,000 for the purchase of needed books were both approved by better than a 2 to 1 margin.

Coupled with a fine building and fine collection of materials must be a dedicated staff willing to work late hours (we're open until ten o'clock p.m.), and leave nothing undone in terms of serving the public. In our library professionals are not isolated in offices but work with the patrons to solve their immediate problems, answer their questions, and give reader's advisory service. Since all positions on the library team are important, there is little in the way of professional jealousy, but rather a united front of service for all members of the community.

We, in Arlington Heights, are well aware that buildings do not last for eternity. With a current population of 75,000, and growing rapidly, we know that in three years, or five years, or ten years, we will again need to go to the voters to authorize library expansion. However, this time we have a plan and a program; expansion will be planned and coordinated, not just an "add on." Since the public library is the only source of continuing education for the community, isn't the community entitled to the best possible public library building available and a service record to which it can point with pride?

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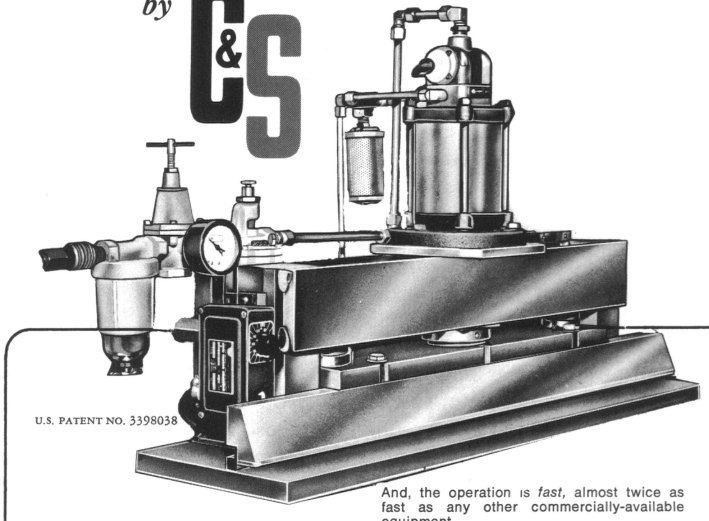

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RENDERING YOUTH ITS DUE: COMMENTS ON POPULAR MYTHOLOGY

By DONALD B. SHARP, *Librarian*
Carlow College, Pittsburgh, Pennsylvania

When I use a word . . . it means just what
I choose it to mean—neither more nor less.
—Humpty-Dumpty. *Through the looking glass.*

The behavior of many young people in the United States in recent years, particularly since the demonstrations at the University of California at Berkeley in late 1964, has confused virtually everyone who has watched the riot among the young. The confused include parents, who wonder where they "went wrong"; teachers, whose preachments have gone unheeded; ministers, whose moral exhortations are ignored; and psychologists, whose theories and good advice to mothers failed to anticipate the rebelliousness of much of modern youth.

Some elders of the national tribe(s), of course, excused the obstreperous behavior as the usual young folks' irreverence for established institutions. Others, spending the legacy of the late Senator Joseph McCarthy, perceived an insidious Communist plot afoot. Many academics, mostly the self-flagellent variety, joined railing students in rabid denunciations of a windmill they called the "Establishment." To justify the intransigence of the youthful, participants, spectators, explicators, and hack journalists created a factitious schism which they denoted with the term "generation gap." A polymorph called "youth" was offered up as the savior of the diseased "Establishment"; presumably, "youth" would "save" the "Establishment" by destroying it. The news media resigned its putative responsibilities, and devoted itself to publicizing the activities of young people, particularly those activities inimical to the incumbent social order. Such publicity exaggerated the importance of the young, and, ultimately, interfered with understanding. Verifiable reality was obscured by slavish attention to the behavior of a few.

Mrs. Constance Killefer's article, "Double Standards: Intellectual Freedom and the Post-Modern Generation," in the May, 1969, issue of *The Library Binder*, contributes to this obscurantism; it does not serve to promote understanding. It deals much too loosely with reality, and accepts too readily the popular explanations for the petulent violence of many young people. Mrs. Killefer identifies (paragraph 2) a laudable motive for her own article, saying, in paraphrase, that "to be able to serve modern youth, as a librarian, I must, perforce, understand them." She follows this declaration with reports of her understanding.

This essay disputes that understanding. Mrs. Killefer presents a positive, sympathetic view of youth, a view, however, which is immediately invalid simply because it uses the term "youth" too glibly; the term must, or ought, to denote a fairly large segment of the population, a segment large enough to make comfortable generalities unwise, unsafe, and unreliable. Obviously, a great number of youth do not fit Mrs. Killefer's description nor any other. Furthermore, the obstreperous ones, the ones who concern her the most, the ones who motivate her essay (e.g., student demonstrators and rioters on and off university campuses) fit no single description either. The large mass of young people (defined, arbitrarily, as "All young people between the ages of 17 and 25.") do not appear, on close scrutiny, to believe what she says they believe; likewise, those who fit her description may be thirty or older (cf. the ages of Mark Rudd, Abbie Hoffman, Tom Haydn, and David Dellinger).

Over-generalization is not the only weakness of Mrs. Killefer's attitudes. She readily accepts her authorities as infallible. She quotes Morris Ernst's denial of a "widespread belief" (how "widespread"?) about social institutions, and submits his own, that soil conditions, etc., are more instrumental than abstract notions in shaping social institutions. Having invoked Ernst, Mrs. Killefer closes the issue, apparently assuming that all debate on the subject may cease: Morris Ernst has spoken.

Now, Ernst wrote cogently on a serious matter, but neither he nor anyone else speaks absolutely on social theory, nor should his words be used as absolute. Mrs. Killefer's treatment of Ernst's opinion implies that she accepts it as absolute, a disservice to both Ernst and readers. Next, she fails to apply the principle she endorses. If "soil conditions, size of population, and state of the economy are the principal forces which shape society's laws and customs," then she cannot generalize easily about American society. Indeed, one contribution the United States has made to civilization has been to prove that a society of diverse peoples on a variegated landscape could not only survive, but remain viable. Granted, the current tension between Black and White strains social harmony, as Abraham Lincoln said long ago, but the fact remains that the United States contains immense variations of soil conditions, population densities, and economic levels, and still remains basically one society. If Ernst's contention were as absolute as Mrs. Killefer would have it, no United States could exist.

Other failures of logic infest her whole essay. Her analogy between violence today and sex to the Victorians is absurd. The Victorians covered sex with a heavy blanket of prudery. Today, violence is endorsed by student radicals and sympathetic academics. It dominates movies; for example, *Bonnie and Clyde* and *Bullitt* were both endorsed heartily by virtually all critics, often the same critics who condemn violence. Likewise, her claims about the "impersonal university" and the "honesty" of current morality may be disputed. She notes that "forces are

operating which call into question previous laws and customs," but fails to note that such has been the universal experience of civilization, particularly in the United States. She notes that these "forces" "are influencing" modern youth; an earlier paragraph identified youth as the originator of "changes" (are "changes" and "forces" synonymous?). The relationship of cart and horse becomes obscured. She invokes the formula that "rapid technological changes" (particularly in communications media)," are somehow responsible, or symptomatic, of the condition of modern youth.

The gentle casuist might ask whether the past thirty years have produced wonders any more dramatic than the thirty years before; a trip to the moon, in 1969, is no more dramatic than a flight through the air in 1903. Color television is more comprehensible to "youth" today than the telephone was in 1876. Quite clearly, modern youth has experienced nothing that is any more impressive than what was seen by the generation which produced Christopher Columbus or Jesus Christ. Similarly, modern youth knows less of war than the generation that lived through World War II or the Korean affair. Mrs. Killefer's perception of overwhelming changes and supreme pains of warfare is more contrived than real; it amounts to what might be called "generational egotism," i.e., the attitude that no previous generation ever suffered so poignantly, spoke so wisely, or created so prodigiously as the current one.

These foregoing generalities are followed by others as weak. Mrs. Killefer invokes another authority, Kenneth Keniston, accepts without question his assertions about "post-modern" youth, and then proceeds to a putative reality she calls "modern parents." She discusses this entity with the confidence of a pharmacist working up a prescription for a constipation remedy, never questioning the adequacy of her label. Cliché follows cliché: "double standard," "student activist," "American way of life," and, the most tedious of all, "meaningful relationships." To have been on any university campus graced with student activists is to have been saturated with "meaningful dialogue" and "meaningful relationships."

Consistent with her earlier analysis, Mrs. Killefer perceived the "possibility of genocide" in the summer of 1969, and identified the United States as the implicit "aggressor" in World War II ("she defines the agency which bombed Hiroshima as an 'aggressor' "). "Genocide" implies something besides angry Blacks igniting the ghettoes they occupy; six million Jews killed by design are not equal to several hundred Black people injured by virtually their own hands. The reference to an "aggressor" also fails; the moral dispute over the atomic bomb has been fuelled since the fact; it was little questioned at the time. Even John Hersey's *Hiroshima* does not pass judgment (although he may be expected, by an by, to revise the book in view of his recent liberal credentials). Mrs. Killefer's perception of the "possibility of genocide," and her "aggressor" of Hiroshima, seem an effort to give recognition to every current cliché; she does not examine her judgments at all.

She fails worst when discussing students who, unhappily, "went too far" in their demonstrations, so far that they neglected to "recognize the rights of others." These expressions make the reader feel he has encountered a modern form of *litotes,* or black humor at its most subtle. The United States is an "aggressor" in World War II, but students at Columbia who bodily abused faculty members, committed arson, and destroyed the private papers of a faculty member[1] simply "went too far." This, in a world that presumes to condemn violence? in a world that finds brutality among policemen? This same world finds only that the students at Columbia "went too far?"

Another failure to analyze occurs in her discussion of parents who objected to their children viewing a performance of LeRoi Jones' play, *The Slave.* The root issue is whether parents do, or do not, have the right to control what their children see and hear, and, therefore, the right to censor what their children read and hear. The issue involves the relationship of parent and child. Before parents can be accused of "censorship," some attention must be given to the question of whether parents have a right to their own opinions, whether parents may act on their opinions, and how parents may exercise their opinions in dealing with their children. Mrs. Killefer simplifies this issue into a general condemnation of "censorship," when virtually all and sundry recognize that organized censorship usually arises from small groups. Therefore, "parents" cannot be condemned universally. Also, recent polls have shown that many people favor some restriction on the public dissemination of material they find offensive.[2] The political rights of would-be censors needs attention, before opposition to some material is dismissed as "censorship." As a final point concerning parents and youth: censorship is certainly less stringent now than ten years ago. Progress in the matter of public acceptance of potentially offensive material, then, is the product of older people, "parents" who have not spent energy censoring material.

However, the problems of youthful behavior cannot be explained by a catalog of Mrs. Killefer's derelictions. The central question remains: "What characterizes modern 'youth'?" or, alternately, "What characterizes/motivates those elements among modern 'youth' who are responsible for the current barbarism among 'young people'?" Answers to these questions do not lie in the smug generalities of the popular press, nor in the declamations of riotous students.

First of all, the segment of the population denoted by the term "youth" needs some tying down. Suppose, just arbitrarily, that youth is defined as "those persons in the country who are between the ages of 15 and 24." If such be the definition, then the nation includes about 36 million such persons, of a population of well over 200 million.[3] However, the lower limit of this definition may be too low; few 15 year olds seem characteristic of the "youth" discussed by Mrs. Killefer. Conversely, the upper limit is not high enough. The SDS leaders are too old. In any case, these 36 million persons cannot be classified under the term "youth," if the term assumes any great homogeneity among the 36 million. These 36 million "youths" are scattered to all parts of the country, and include every political and religious shade. They include, for example, Sirhan B. Sirhan, who, no doubt, worshipped the late Robert F. Kennedy just as Mrs. Killefer says "youth" did. Obviously, one-sixth of a nation should not be generalized about. One wonders about the noise that would arise if anyone discussed 23 million American Negroes as loosely as Mrs. Killefer discusses 36 million "youths."

Now, if the discussion be restricted to students in universities and colleges, the sample reduces to about 7 million,[4] a much more manageable generality, howsoever unfair to youths not in colleges and universities. Now, of college youths, not all, by any means, belong to such organizations as the SDS or SNCC. Many members of those organizations are not enrolled, and many are ex-students.

Now, certain types may be identified among college students, according to their particular inclinations. A casual walk around virtually any campus today will reveal at least four types:

1) the apathetic and lost; that is, those students who have no particular commitment to a field of study or career; they may pursue their studies either enthusiastically or perfunctorily; their lives are marked by regular motion to and from class, to and from lodgings, and to and from campus social events; they are apparently peaceful and stable, but they show no particular zeal for anything.

2) the man "main chance" group; these maintain the conventional traditions of what might be called the "Puritan Economic Ethic," e.g., they desire to acquire the union card to a career (i.e., a degree), and to go forth to lay up treasure on earth; they show their greatest enthusiasm as they approach graduation, and see the future as offering the advancements they value; in short, they resemble the unfairly and unwisely maligned students of the 1950's.

3) the idealists; these entered the Peace Corps in 1961 and thereafter, long before protest dominated the news; they were the first VISTA volunteers, and are the descendents of various social service functions that have long been served by collegiate organizations; a generation ago, they would have become teachers and many still do; the Peace Corps and VISTA absorbed many of them in the early 1960's, although enrollment in these programs seems to have diminished.[5] Perhaps they expected rewards for their virtue[6]; in any case, they worked in peace and harmony to ameliorate problems. They wasted little energy proclaiming their virtue in noisesome ranks. While idealistic, they knew that a band-aid on skinned knee does more for suffering than a slogan in an underground newspaper.

4) the protestors: these get the attention, simply by being obnoxious; they throw bricks and epithets, march in demonstrations, occupy buildings, shout obscenities to establish their poetic capabilities, harass speakers with whom they disagree, and live *sans* soap, *sans* kemb, and *sans* sapience.

Mrs. Killefer's "youth" apparently includes elements of number three and number four. At no point, however, does she attempt a numerical estimate, nor compare such an estimate with the number of students who fit other descriptions. Estimates vary about how many students participate in protest activities, e.g., marching, shouting, and occupying buildings. On the University of Chicago campus in early 1969, broadsheets distributed by protestors claimed majority support for their protest, while other broadsheets condemned the majority for apathy; the casual scholar of these papers could not tell what the protestors claimed. In any case, an estimated 200 students participated in a sit-in in the administration building, of a student body of roughly 10,000. Sometimes, as few as only 30 occupied the building. Less than 100 were eventually disciplined by the administration. On that partic-

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ular campus, the protestor group turned against the idealist group. The idealists were working in the Black neighborhood adjacent to the University; the protest group called them "racist," presumably because to perform volunteer service in a ghetto school was patronizing. The point here is that while idealists and protestors sometimes join forces, the union is not constant. Thus, by any measure, students who disrupt the academic process are not a large group.

The march on the pentagon and the attendant march in Washington, D. C., in October, 1967, was estimated to include anywhere from 400,000 to 35,000 young people of various ages, depending which source of information was accepted; the University of Chicago student newspaper, the *Maroon,* gave three figures, 140,000; 120,000 and 100,000, in the same issue, for some curious, eclectic reason.[7] At the University of California at Berkeley, the number of students involved in the Free Speech Movement (FSM) of 1964 was variously estimated from 800 to 3,000, of a roughly 27,000 member student body. Likewise, the fracas at San Francisco State College was estimated to involve only a small proportion of the student body. The vast majority attended classes, albeit with police protection.

Thus, the inescapable (and obvious) conclusion is that protestors include only a small portion of either the total of 36 million youth, or the 7-plus million college and university students in the country. The fact that this small group has received so much attention can largely be blamed on the naiveté and shortsight of the popular press, which, if it cannot produce an accurate perception, can, at least, recognize potential headlines, and can give headlines to whomever they wish. Thus, the nation has been subjected to the travesty of the news media encouraging demonstrations to assure themselves of garish news to report.[8]

The foregoing discussion does not deal with the apparent alliance of idealists and protestors in the presidential primary campaigns of the late Senator Robert F. Kennedy and Senator Eugene McCarthy, nor the vapid analyses of those campaigns by both Mrs. Killefer and the general news media, nor with the neurotic petulance displayed when these campaigns failed. *However, the main* purpose here has been only to destroy a generality, to deny that the behavior of protestors characterizes all youth. Clearly, not all who protest are youthful, not all youths protest, and those who do protest are not characteristic.

Beyond the question of "Who?" protests lies the question of "Why?" and "How?" To consider "how?" first: in all the analyses of the protest movement, no one has ever established the means whereby an unemployed segment of the population subsists while it protests. No one has ever explained how SDS members pay for the airplane tickets with which they commute from one end of the country to another, nor how they pay for their chartered buses. No one can deny the right of these people to travel; one may ask who pays the bills.

The point is simply that the protest movement would die overnight if the protesting youths had to devote their energy to earning a living. Apparently, indulgent parents, and possibly some wealthy private patrons, are the real basis of student protest; they have made it possible simply by their willingness to subsidize it. J. Edgar Hoover's report of "Communist" financing may be overly-imaginative[9]; in any case, even the SDS knows that radical action costs: someone pays the air fare, lawyers' fees, and bail bonds. Therefore, before accounting for the protest movement in terms of youthful, idealistic rectitude, one must account for the logistical support that makes protest possible. No one protested in the 1950's (note that the late 1950's produced the first Peace Corpsmen), because the level of prosperity did not permit parents to subsidize such nonsense. The 1950's were quiet not because no one cared, but because they had to survive. The effects of recent federal scholarship bears on this point; these grants permit students to use their allowances from home for extracurricula activities, e.g., protests and pot-smoking; thus, the taxpayers partly subsidize the students who drive other students out of classrooms.

Current protests also arise partly from the generosity of the elders. Many a college veteran of the 1950's says of current protestors: "You couldn't get by with that when I was in school; they would throw you out." Thus, no one stormed the barricades because cause and effect were known, and the effect of heaving a brick through an office window was immediate suspension. Likewise, the weakening of the *loco parentis* doctrine, the extension of parietal privileges, and the current tolerance of erratic, abusive behavior have created the luxury of protest. The earlier academic attitude, which rewarded absence with academic suspension, would not tolerate a two-weeks absence for a protest.

Sometimes this tolerance of the elders amounts to sheer gutlessness, to absence of principle. However, the point remains that youth can protest, block the streets, occupy buildings, and plant incendiary bombs only at the sufferance of the older generation. A harsh policy would stop protest at once. This foregoing statement will be disputed; however, it has never been tested, except in a limited fashion at San Francisco State College. Dr. S. I. Hayakawa was called a "fascist," plus other names, because he summoned the police; however, the campus did stay open during the turmoil, clearly proving that to meet violence and riot without fear, with convictions which favor order, and to apprehend students engaging in destructive behavior, not only can, but did, restore order. Thus, the tolerance of the elders has more to do with the extent of protest than does the depth of the moral convictions of the protestors. The earlier question of "How?" can, thus, be answered in terms of the existence of financial support; in effect, by the fact that a privileged aristocracy exempt from work has arisen, and by the fact that the elders of the tribe have developed a tolerance they did not display in earlier years (and, significantly, for which they have never been given credit). The Warren court, and its attitudes toward private behavior and so-called "pornography," for example, were not the products of idealistic youth. By contrast, no youthful civil libertarian in the crusades for the late Senator Robert F. Kennedy or Senator Eugene McCarthy ever raised a voice about the status of pot-smoking or so-called "dirty books" in an administration guided by either man.

However, the elders may have given too much, too soon; too much freedom from care, and too much freedom from the consequences of action. Thus, the youth affected by this excess of liberty, or, perhaps, those affected the most, become protestors, but not for the reasons they offer as their motives. Hence, the question of "Why?"

To explain "Why?" requires more complex analysis. Most scribes for the press assume that protestors are motivated by the ideals they claim to favor. However, the skeptic is not refuted just because a rioting student, brick in one hand and molotov cocktail in the other, declares that he is working for "peace," or is exercising his constitutional rights. To accept such assertions is circular logic at the worst; it is equivalent to the tired example which says, "You can always believe what you read in the newspapers, because the newspapers only print what is true."

Student protest noise is characterized by self-righteous absolutism, and by total dissatisfaction with the world. The question to be asked, then, is not

"What ails youth?" but rather, more generally, "What ails a chronic malcontent?" Commonplace wisdom has long recognized that the chronic malcontent, the vexatious ligitant of the everyday world, is usually seriously unhappy with himself; his campaigns for and against floridation, for and against wars and minority groups, are his attempt to create some context in which his existence will seem to matter, to put such an edge on experience that he will know he is real. Perhaps the best discussion of this type of person and his motivations is Eric Hoffer's *The True Believer*.[10] Hoffer deals with the character type he defines as the "fanatic." His book appeared in 1951, but received no particular response at the time. It was reprinted each year for several years, but gained no wide attention until about 1962 or so. Thus, the book was not written in the context of student upheaval, but in the context of the Communist hysteria of the early 1950's. Hoffer suggested that, generally, the fanatic of any kind, left or right, religious or atheist, was motivated by a desire to slough off an unwanted self and find a new one. He noted that failing writers and artists, emotional and physical cripples, the guilt-ridden, the avowed failure, and people recently removed from secure circumstances were often in the front ranks of fanatical movements. Likewise, he noted (as he did in later works) that the success of the peasantry in the United States is an agront to the putative importance of intellectuals; hence, so-called "intellectuals," the men of thought without deed, here and abroad, feel hostile toward the United States and its institutions; the intellectual is nowhere so redundant as he is in the United States, and, as a result, he constantly condemns the nation. Thus, many academics (intellectuals) have joined the protestors' clamor for destruction of the system, and have confessed to racism, sophism, and solipsism much in the manner of the Russian purge trials of the 1930's.

College and university students have many of the characteristics indicated by Hoffer. They have moved from the relative security of their home to the disintegral college world. They find themselves dependent on their own values for the first time. Isolation and the capacity to adapt to change demand a resolute character; the weak cannot tolerate freedom, and so seek security in groups which espouse absolutist dogmas. The dogmas themselves are irrevelant; what is attractive, and comforting, is their absolute quality. These students would endorse virtually anything that was absolutely stated and stridently shouted.

Hoffer did not presume to speak as an expert, but only as a contemplative commentator on human affairs. However, Dr. Bruno Bettelheim, noted University of Chicago psychologist, has expressed ideas which complement Hoffer's. Hoffer writes of the human race in general (but with numerous specific examples), while Dr. Bettelheim speaks more specifically of university students he has known. One of his most cogent discussions appears in *Encounter* (September, 1969), in which he provides abundant testimony from student radicals to support his contention that not social principle, but personal dissatisfaction, dissatisfaction with oneself, lies at the root of the barbarism of the protest movement. One of his most compelling remarks:

Most of them [student radicals] I

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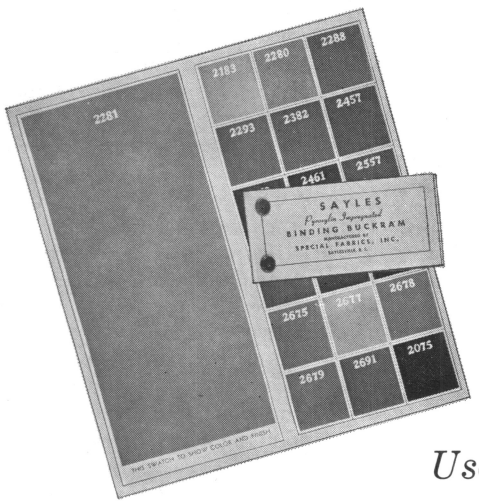

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found to be consumed by a self-hatred from which they try to escape by fighting *any* establishment.[11]

Clearly, to declare that youth revolts because it has rejected its parents' values is not enough. The Beatniks of the late 1950's rejected conventional values without harming anyone; more recently, hippies and flower children have done the same, without requiring to shout obscenities to prove that their parents were hypocrites. Thus, some deeper explanation must be sought; if one studies destructive, protesting students individually, one usually finds, as Dr. Bettelheim says, that each one has some serious unhappiness, and this serious unhappiness provokes the desire to be rid of a spoiled, unwanted self, and to find a *new one by joining* an absolutist movement. For some students, particularly those in the women's rights groups, one often finds some sexually-related disappointment or affront, often a feeling that one's feminity has been abused at some time or other. Among men, Oedipal inclinations are virtually rampant. Many protesting students are guilt-ridden because of their permissive parents, who are hated because they were permissive. In short, little study is needed to expose any number of personal motivations for joining absolutist causes, and these motivations have no relation to the social or political principles claimed by the members of the cause.

Parents who have raised a child or two have noted the tendency of children to test parental assertions and directives. If Mommy says "Stove will burn," Baby cannot be blamed for testing this assertion. If, indeed, the stove does burn, then Baby feels secure; he knows that in his world, Mommy is a dependable agent; if order fails, and a tornado topples the house, Baby may fear, but may likewise be comforted if Mommy says "Everything will be all right," providing that Mommy's word has been good. If Mommy's word has not been good, Baby grows into an insecure adolescent.

If Mommy says "Don't do that, or Mommy will spank," and then does not spank, Baby will continually test Mommy's limits of tolerance; he will do his best to find some activity that Mommy will restrict, to find some situation that will provoke Mommy into defining reality for him. If Baby is allowed to do anything, then anything implies everything, and everything implies that Baby, while permitted to do everything, may be subject, or victim, to everything that others might do to him. Surely, Baby grows up fearful and uncertain, eager to find anything which will define reality for him.

As result, he joins a protest movement. He performs outrageous acts because he desperately seeks correction, a demonstrated proof that moral values do exist, proof that smashing windows is not acceptable behavior. Baby, now in college, knows that smashing windows is not good, and he remains insecure until he has been subjected to order. He hopes for the security of being required to abide by the social code, the security of belonging to an orderly society; anarchy is merely a search for an orderly system that is stronger than the anarchist. If university administrators excuse outrage, they, like Mommy years before, only provoke Baby into increasingly outrageous behavior. By this measure, no one should have been surprised at the excesses shown at Columbia, Cornell, or San Francisco State. Likewise, the crying over police treatment of the street demonstrators at the Democratic Convention in Chicago in August, 1968, the weeping, wailing, and gnashing of teeth among academics and among protesting youth, was simply a measure of the demonstrators' masochistic pleasure in having, for once, a limit drawn for them. The situation could, by no stretch of the imagina-

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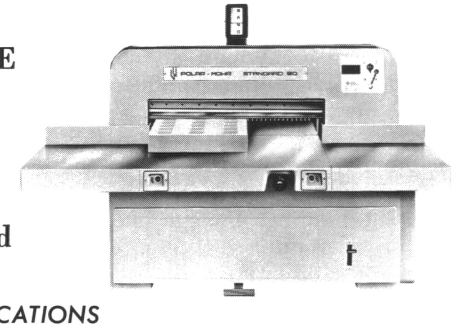

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tion, be called a "victory" for the demonstrators; yet, they celebrated the situation as such, and praised themselves for having provoked the police to violence. They claimed they were pleased to have exposed the police forces for the brutal animals they were; in fact, they exulted because, finally, they found a limit, a fact to test themselves against, something reliable, something that could be depended upon to behave as good order requires. This does not deny abuses of police power in Chicago; it does say that the utterances about the affray, both before and after the convention, express a factor of personal psychology, rather than, as touted, adherence to principles of humanism.

Mrs. Killefer shows no cognizance of either Hoffer's or Bettelheim's views of youth. Any job-lot academic could be excused for such ignorance, but not a presumably open-eyed librarian.

The great weakness of her article is that she accepts the statements of the protest movement, and applies those statements, plus numerous journalistic myths, to all people implied by the term "youth." As the foregoing has suggested, the reality denoted by the term "youth" is various, and those youths who provide Mrs. Killefer with her assumptions are only a small, neurotic percentage of the total. However, the whole topic relates to the function of a librarian, and a librarian's response to young patrons. Generally, the librarian need give youth no more than its due, i.e., no more than the due appropriate to other patrons. At the present time, young people between the ages of 15 and 24 number less than any older 10-year age group, e.g., 35 to 44, or 55 to 64.[12] If numbers mean anything, the elders deserve more, since they number more and contribute directly, through taxes, to the support of libraries.

Obviously, academic libraries are an exception to the principle above; however, an academic library should serve academic purposes, purposes related to eclectic knowledge, not the emotional needs of youth. Furthermore, one characteristic of virtually all youth is their declaration that they deserve to be treated as adults. Therefore, to treat them as such precludes librarians from adopting attitudes which favor youth. If librarians treat youth as children, then they should not assign youth the role of controlling the world. If youth are treated as adults, then they must accept the service that is appropriate to adults, i.e., no special favors. Last, if librarians must understand protesting youth, then let the librarian realize that protesting youth may not be so idealistic as they claim; let librarians recognize neuroses as both an illness and a weakness, and not be influenced in attitude or deed by insecure neurotics; let the librarian be a pillar of strength, not salt.

Footnotes

[1]See generally, the *New York Times,* issues from about April 22, 1968 through August, 1968; especially May 23, 1968, p. 51.
[2]*Ibid.,* June 22, 1969, p. 41.
[3]Bureau of the Census, *Statistical Abstract of the United States:* 1968 (Washington, D. C.: GPO, 1968), p. 8.
[4]*Ibid.,* p. 107.
[5]*New York Times,* June 24, 1968, p. 1.
[6]See, e.g., Rhoda ad E. G. Brookns, *The Barrios of Manta* (New York: New American Library, 1965), concluding chapters.
[7]University of Chicago *Maroon,* October 24, 1967, p. 1 and p. 2.
[8]See, e.g., John R. Coyne, Jr., "Halloween at Moses Hall," *National Review,* XX (December 17, 1968), p. 1266.
[9]*New York Times,* June 1, 1969, p. 59.
[10]Eric Hoffer, *The True Believer* (New York: Harper, 1951).
[11]Buno Bettelheim, "Obsolete Youth," *Encounter,* XXXIII (September, 1969), p. 38.
[12]See note 4.

Editors Note: The views expressed in this article are those of the author and not necessarily those of The Library Binder or the Library Binding Institute, its members and officers, and it assumes no responsibility for them.

President

Cont'd from page 13

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This makes the buying of library binding very simple. All the librarian or purchasing agent must do is use a Certified Library Binder and specify the LBI Standard. Where not appropriate or where a librarian desires some other type of binding, a Certified Library Binder will, of course, furnish a different binding. But for most library purposes, until something better is developed, librarians are, in this way, automatically assured of a binding that experience has demonstrated will meet its normal requirements, despite the various kinds of materials bound and various types of libraries for which it is intended.

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In Memoriam

FRANK M. BARNARD
(1878-1969)

Frank M. Barnard, pioneer and leader in the library binding industry, died on August 17, 1969, at the age of 91. His contribution in helping to establish the first standards for library binding, along with his development of the Oversewing Machine, assure him a permanent place in the history of bookbinding.

and maintain *high* standards of binding; admission that nothing—including cheap binding—is a bargain if it can't be used. Sub-standard binding is shoddy and sometimes defaces the valuable publications we try to keep."

"Outside of *additional* and sufficient *funds* in the budget for binding, the most important thing needed to improve the maintenance of the book collection is the *staff time* to systematically examine the book collection, pull off materials for rebinding, and prepare them for the bindery—records, lists, etc."

"Stronger cloth and adhesive in hinges when contents are fastened to the covers by publishers."

"Library bindings for all volumes added to general library collections."

"With respect to binding, a four week turn-around time for materials requiring binding would be immensely helpful."

"The allocation of sufficient funds to hire a full-time civil service person (library technician) whose sole responsibility would be to be in charge of the maintenance of all materials throughout the library.

Prebound paperbacks and serials which a college library could get (in sufficient number of duplicate copies of same title) and all ready to put on the shelf. A consultant service to help the librarian go over his messy collection so he could know where to start and perhaps have some idea of how much it would cost to preserve the mouldering 'core' of it."

"A comprehensive set of standards which would accurately identify materials in need of rebinding early and a reduced rebinding time period which would permit the early return of materials for circulation."

"Reduction in overhead of preparing binding instructions through use of standard systems that would be closely compatible with systems and patterns used earlier by the libraries. This could be based on an alpha-numerical method of designating size and style of type, and a numerical designation for height of lettering above the shelf. This latter would be based on statistical analysis of library holdings. My own studies show some 30 different heights seem to match 90% of the variations. Preprinted binding slips for common titles, allowing the library to designate height and lettering would be a savings to many. Present mechanized systems vary too much from one contract to another. As we are required to get bids frequently, we cannot have sure continuity of binders.

Part of this problem could be solved by having LBI members instructed in the meanings of various ways of writing call numbers, importance of position and punctuation of the numbers, and other library usages. Most binders, and few retail booksellers neither know nor care about the problems of description and uniform entry and uniform nomenclature in libraries. Therefore, added research in buying books, added notation and explanation to binders on how to write call numbers, etc., is needed. Then . . . the boy at the lettering machine goofs it up anyhow.

Instruction in balance and good taste would be useful to many of the people now either using or designing lettering equipment. Original typewriter machines for spine lettering used an illegible type font. Present people either get heavy handed and use 72 point type on little books or 10 point in the middle of a vast spine. Judgment seems rare.

The above are my own views, and are suggestions rather than doctrine of the library. My views are based on experience as Chief of Acquisitions and some 30 years of librarianship, of which 6½ involved supervision of a fully equipped library owned bindery."

"All books be bound according to LBI Standard for Class A library bindings of ALA and LBI."

"A more adequate budget. A better way to control loss of books by theft." (Note: This was the first survey in which theft and abuse by patrons was as frequently mentioned.)

"Being a public institution, we must let bids on a competitive basis each year for services such as binding. We have been fortunate in that the bid usually goes to a bindery who is a member of LBI each year. But, our experience one year with a binder who was not a member of LBI (but who had agreed to do work meeting LBI standards) causes us to wish that membership in LBI could be used as a factor in bid specifications. The promptness, courtesy, and other intangible qualities of the LBI bindery far outweighed the few cents difference between its prices and the non-LBI bindery's prices that year."

"If the publishers of periodicals would have their volumes correspond with calendar year. Some still start in September and end in June. If art book publishers would discontinue publication of books over 12 inches."

"If books were well bound in the first place it would help a great deal. We have to return more and more books to the jobber that are coming out of the backs when we get them. Some are bound in upside down, or assembled incorrectly. If they have been inadvertently processed, we may have to mend them before they are ever loaned.

"Standardization of binding data—color, lettering position and style, etc."

"Continuous education of staff members responsible for shelving books and withdrawing books for mending or rebinding from returned books at circulation desk.

"Purchase larger quantity of prebound books—would prefer good trade edition that could be rebound in first quality buckram to publishers' library edition.

"Improved methods of gluing (perhaps better glue) for trade editions."

"A systematic and continuous review of the collection (by classification categories) that would afford an evaluation of the total collection at least every other year. Newly published acquisitions would continue to be added to the collection as usual, but this continuous review procedure would:

1. Provide a retrospective analysis of a particular classification.
2. Constitute the basis for replacement orders as necessary.
3. Schedule weeding *on a planned* basis.
4. Pull books for binding and/or mending.

Too many libraries concentrate entirely or almost entirely on new book selection and acquisition with no real procedure for a regular retrospective analysis of the collection. Unless the latter is scheduled, it is rarely accomplished."

"Uniformity of journal size wherever possible—changing size in middle of volume should definitely be avoided.

Uniformity by all publishers in format: Preferably title page and table of contents in front and index in last issue, at back and not in the middle of last issue. If title page must be included in last issue, author index should not be started on the back of the T.P. Some libraries much prefer T.P. in front and index in back of volume.

When one volume has to be bound in 2 or more sections, title page should be in first issue for each section.

Volume, issue numbers and date should be in a prominent place on cover and spine. This would save considerable time in logging in journals as well as in binding preparation.

Name changes in journal title—great confusion caused when this occurs in mid-year, i.e., Printer's Ink changed to

Marketing/Communications in October. It would also help if the journal changing its name would begin new title with Vol. 1.

Example: J. Gas Chromatography, Vols. 1-6 changed name to J. Chromatographic Science, beginning with Vol. 7.

When shelving alphabetically by journal title, this leads to complications and cross references.

Journals should avoid publishing issues of split years, such as Dec.-Jan. 1967-68. This particular journal could just as easily have published the issue to cover Nov.-Dec."

"I think that all binderies should have a standard color and a standard spine identification (including LC number) for each specific periodical. Further, I think it would be to the advantage of the binderies to publish a yearly handbook of recommended standards for binding colors for periodicals, recommended standards for spine imprinting and recommended size (number of issues) per volume.

I think that all publications, books and periodicals that are bound should contain a shelf identification number (LC or Dewey). This should not only apply to rebinding but to new publications. A standard place, standard size for all publications.

Services to locate missing copies and magazines.

Convert to microfilm cartridge.

Our main concern at the present time is that journals are bound so close to the printing that xeroxing copies is next to impossible in some cases. We have spoken to our binder about this and he feels that this can only be improved with the cooperation of the printer. Could the Institute be effective in bringing about such cooperation?"

"Some conformity in publishing and publishers' procedures such as:

No repetition of volume numbers.
Consistent size issues throughout year.
Definite annual or volume indexes —preferably appearing in the last issue.
Maintain same title throughout volume or year."

"One thing that I think all librarians would like to see is a better original binding on periodicals. Many times the binding is broken before the book or periodical (paper bound) is ever sent for binding. We have a very small circulation and experience this, so the problem must be much greater in some libraries.

Publishers must give wider inner margins so that we can photocopy pages after a volume is bound.

Enough clerical help and efficient cataloging."

"If binding delivery could be cut down to three weeks."

"More uniformity in the formats of journals would help considerably. Journals should be given volume numbers which change when a sufficient number of pages have appeared to make a manageable volume. Journal publishers should avoid the long volume which must be bound in parts and these have an index for one part bound in another part.

Publishers should have large inner margins particularly in large volumes to allow for good reproduction when making photocopies. Publishers should allow for trimming when they lay out their work, so that information will not be lost. Folded illustrations should be folded to allow for trimming.

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Prompt return of volumes from bindery.

Some method to speed cataloging by subject."

"The one practice in the binding of periodicals and maintenance of map collections which would improve the librarian's task of maintaining collections is the standardization of format and size and also spine lettering."

"Space is our greatest problem. We are turning to microfilm for materials older than five years, except in the case of society journals, which we bind.

Many so-called publishers' bindings are inferior and come apart in a short time. But librarians, special librarians especially, have little choice but to buy, whatever the binding."

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Binders' Bulletin Board

HER FORTIETH YEAR

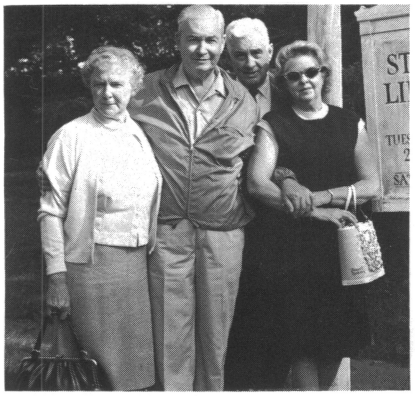
Mrs. C. W. Gross, President of Joseph Ruzicka, Inc., Baltimore, Maryland, recently celebrated her fortieth year with the company at a surprise party given her by the bindery and office. Joseph Ruzicka, Jr., represented the Greensboro, N. C. plant. In appreciation of her dedicated service to Joseph Ruzicka, Inc., Mrs. Gross was presented a silver epergne.

From left to right: Mr. C. W. Gross; Mr. Joseph V. Ruzicka, Jr.; Mrs. Joseph V. Ruzicka; Mrs. Barbara Ruzicka Coleman; Mrs. C. W. (Marie) Gross.

VONDER HAAR FAMILY GROWS AND GROWS AND . . .

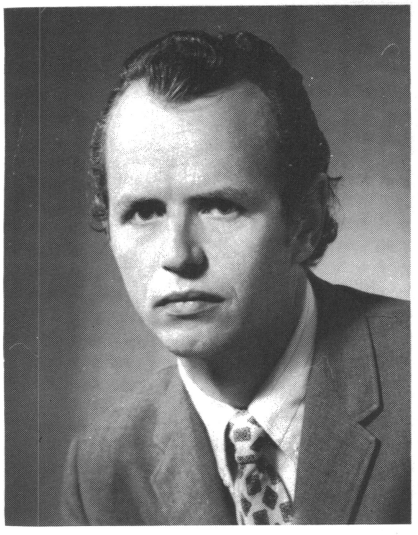
The above photograph was taken at a recent family gathering. Pictured from left to right, rear to front: Thomas Frank; Mark Vonder Haar; Janie and Mike Vonder Haar; Sidney Beauchamp; Ted Vonder Haar; John Vonder Haar; Peggy and Molly Frank; Mom & Pop Vonder Haar; Barbara Beauchamp; David Beauchamp; Beth Vonder Haar; Mary Pat, Carolyn & Martha Frank; and Mike, Stephen & Greg Beauchamp.

LIBRARY BINDERS VISIT OLDEST LIBRARY



***While on a Cape Cod holiday,* several Library Binders paid a visit to the country's oldest library, The Sturgis Library at Barnstable, Massachusetts, founded in 1645. Left to right: Mrs. Franklin R. Brown; Mr. George T. Vonder Haar (George A. Flohr Co., Cincinnati); Mr. Franklin R. Brown (F. J. Barnard and Co., Medford, Mass.); and Mrs. George T. Vonder Haar.**

BROWN BROTHERS APPOINTS REEVE



Mr. F. Norman Reeve, B.A., B.L.S., has recently joined the Library Division of the Brown Brothers Ltd., as a Consultant to all levels of librarians, from the elementary through the tertiary level. The appointment of Mr. Reeve to this position is another 'first' for Brown Brothers, according to Mr. T. B. Chipman, president and managing director. Mr. Reeve was formerly associated with York University, Toronto.

THREE BINDERS CELEBRATE DAUGHTER'S WEDDINGS

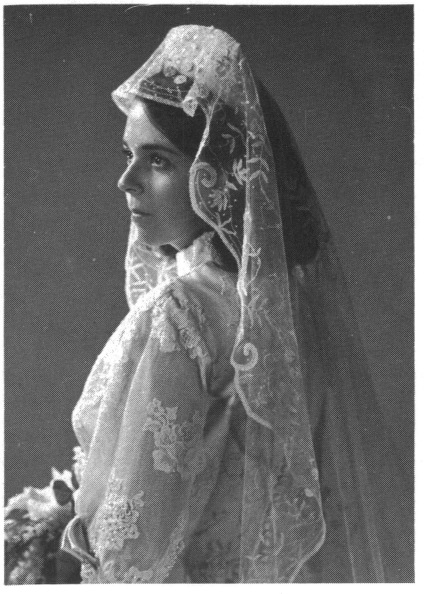
After the rash of weddings this past summer, we can only wonder whether or not there will be some new faces in the bookbinding industry.

Miss Mary Arlene Schaefer, daughter of Mr. & Mrs. Bernard J. Schaefer (Picture Cover Bindings) was married to Roy Charles Venckus. The bride is a graduate of Mount St. Mary's Academy and has a B.S. degree in education from Cabrin College. Her husband is an industrial sales representative.

Miss Elizabeth Terrill West, daughter of Mr. and Mrs. John H. West (Weise-Winckler Bindery, Inc.) to Roger Allen Williams. Both bride and groom are students at the University of Kentucky.

Miss Pamela Reynolds, daughter of Mr. and Mrs. William S. Reynolds (Reynolds Bindery, Inc.) to Captain F. R. DeCaro, in a military wedding. The couple will reside in Washington, D. C., where the bride will teach school. Captain DeCaro works in the Pentagon.

Mrs. Elizabeth Terrill Williams



Mrs. Mary Arlene Venckus

Mrs. Pamela DeCaro

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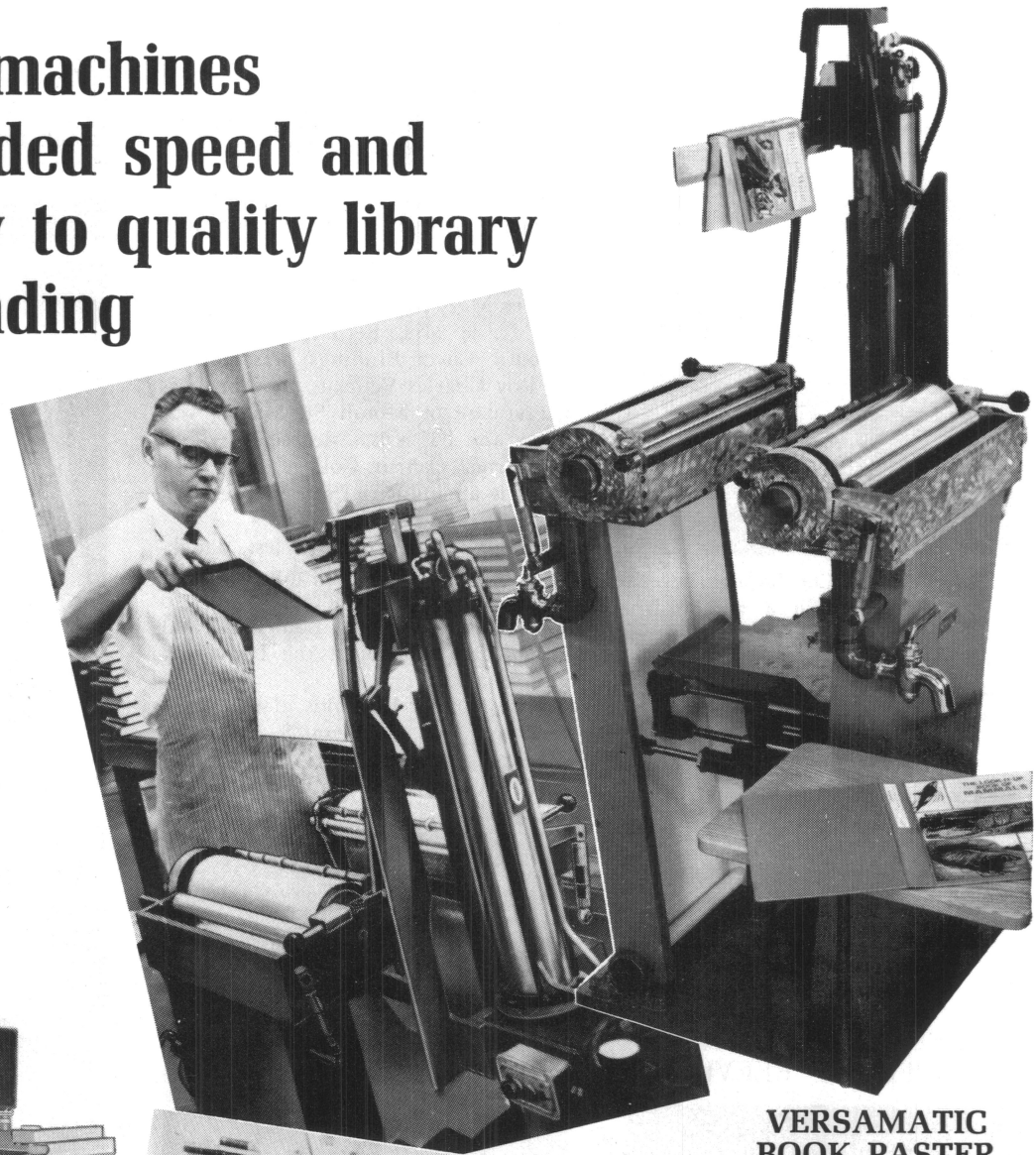

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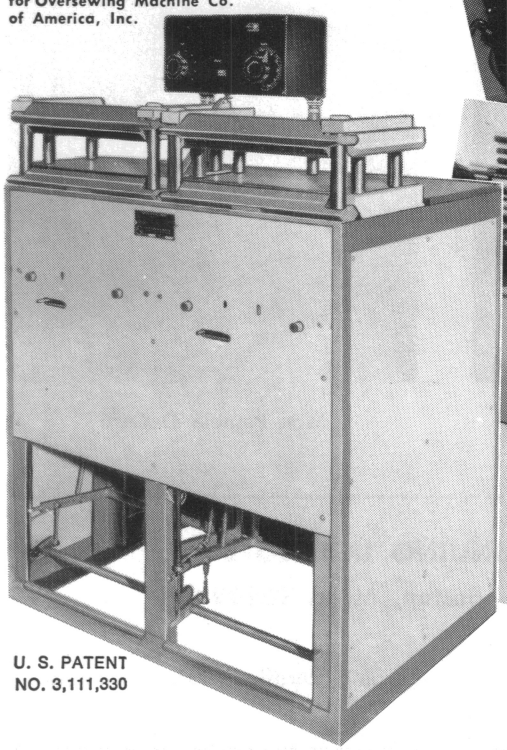

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U. S. PATENT NO. 3,117,890

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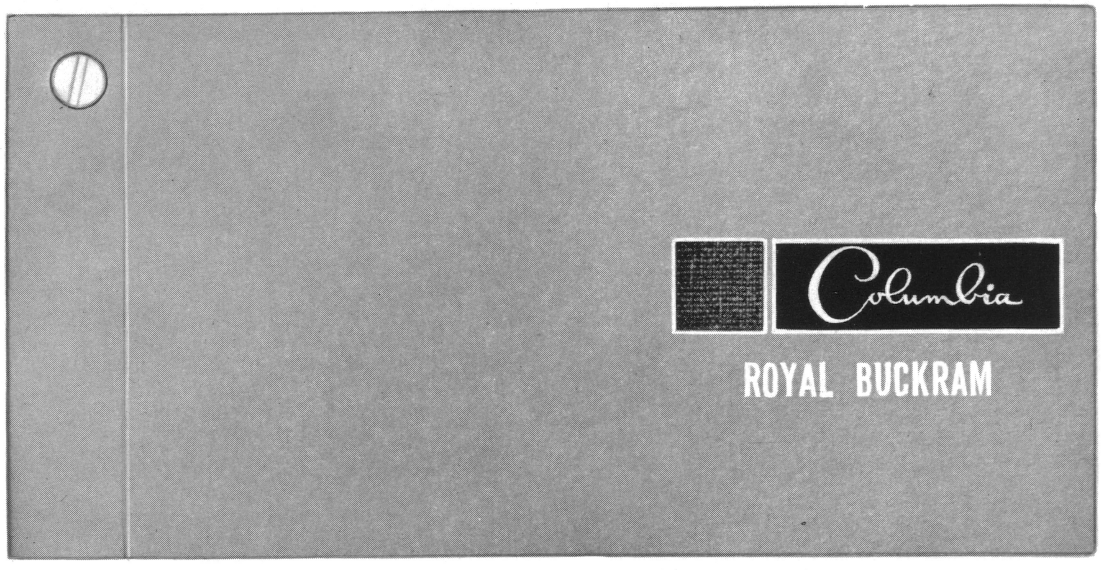

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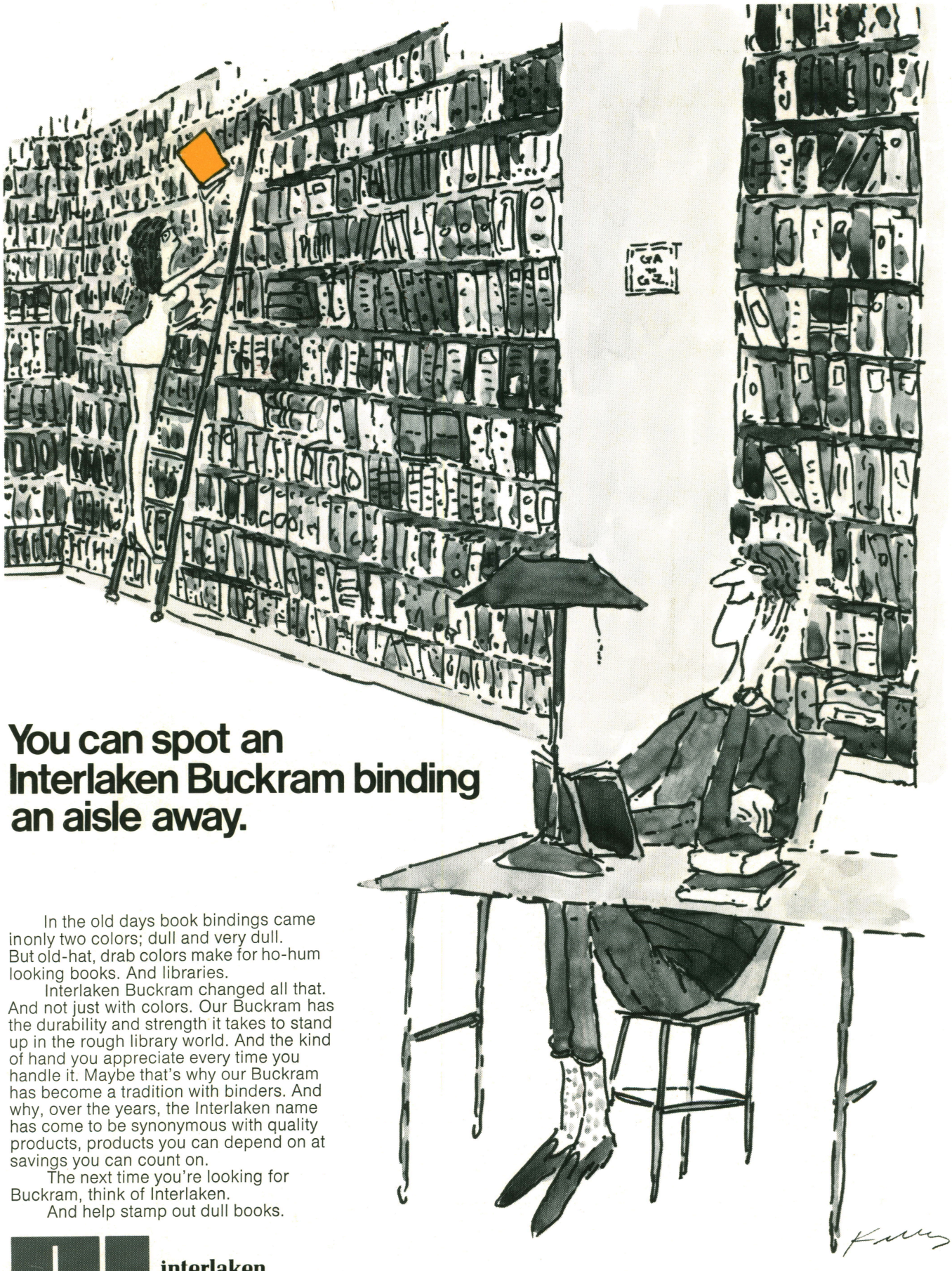

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